New College & Queens' MBA
15th
ANNIVERSARY

NEW COLLEGE AND THE GRADUATE SCHOOL

CATALOG 1994-95

SIGILLUM · REGINAE · COLLEGII
NON MINISTRARI SED MINISTRARE
1 · 8 · 5 · 7

QUEENS COLLEGE

C H A R L O T T E

Directions to Queens College

From I-85 and the Airport

Take Billy Graham Parkway exit—South. At the intersection of the Parkway and S. Tryon the name of the Parkway changes to Woodlawn Road. Continue on Woodlawn Road to Selwyn Avenue. There is a Queens College sign just before Selwyn. Turn left on Selwyn Avenue to Queens College. Turn left into the horseshoe driveway.

From I-77

Take Woodlawn/Queens College exit—South. Continue on Woodlawn to Selwyn Avenue. There is a Queens College sign just before Selwyn. Turn left on Selwyn Avenue to Queens College. Turn left into the horseshoe driveway.

Queens College New College and The Graduate Programs Catalog 1994-95

Volume 16 **Number 1** **July 1994**

Queens College adheres to the principle that all persons shall have equal opportunity and access to its educational facilities, activities and employment. It does not discriminate on the basis of race, sex, creed, age, ethnic or national origin, or handicap in the administration of its educational policies, admissions policies, scholarship or loan programs, and athletic and other college-administered programs.

ACADEMIC CALENDAR 1994-95

Term I (Fall Term)

Tuesday, August 23	New student registration
Wednesday, August 24	Day classes begin
Friday, August 26	Evening classes begin
Monday, September 5	No evening classes
Tuesday, October 11	Midterm
Tuesday, October 18	Last day to withdraw or change P/N
Sunday, November 20	Thanksgiving break begins
Monday, November 28	Classes resume
Monday, December 5	Classes end
Tuesday, December 6	Exams begin
Monday, December 12	Exams end

Term II (Spring Term)

Friday, January 6	New student registration
Monday, January 9	Day classes begin
Friday, January 13	Evening classes begin
Tuesday, February 28	Midterm
Wednesday, March 8	Last day to withdraw or change P/N
Sunday, March 12	Spring break begins
Monday, March 20	Classes resume
Monday, April 24	Classes end
Saturday, April 22	Exams begin
Thursday, April 27	Exams end
Friday, May 5	Baccalaureate, 4 p.m.
Saturday, May 6	Commencement, 10 a.m.

Summer Term 1995

	Undergrad Session I	Undergrad Session II	Graduate Session
Classes begin	May 15	June 12	May 15
Holiday	July 4	July 4	July 4
Last class	August 3	August 3	August 10
Exams begin	August 7	August 7	August 11
Exams end	August 10	August 10	August 12

Table of Contents

Queens College Calendar 2
Introduction to Queens College 5
Student Services 12
Tuition, Fees and Financial Aid 15
New College
- Admission 23
- Academic Regulations 25
- The Academic Program 34
- Major Requirements 37
- Undergraduate Course Descriptions 47

The Graduate Programs
- Admission 76
- Academic Policies 77
- Graduate Degree Programs
  - MBA 83
  - EMBA 91
  - MEd 96
  - MAT 99
  - Post-baccalaureate Teacher Certification Program 104
- Graduate Course Descriptions 105

Queens College Personnel 109
Index 124
Directory 127
Campus Map ..... Inside back cover

This catalog was correct at the time of printing. The college reserves the right to make changes in its educational programs as necessary.

Digitized by the Internet Archive
in 2025 with funding from
North Carolina Digital Heritage Center

https://archive.org/details/newcollegegradua16quee

Introduction to Queens College

Queens College is a private college with close ties to the Presbyterian Church, located in a pleasant and historic residential area of Charlotte, North Carolina.

Since its founding 137 years ago, Queens has evolved into a diversified institution of higher education serving a variety of learners. Some 1,600 degree-seeking men and women of all ages are enrolled in Queens' through:

- the *College of Arts and Sciences*, a coed undergraduate program that emphasizes the traditional liberal arts;
- the *New College at Queens*, for working men and women who want to earn undergraduate degrees in evening or Saturday classes;
- *The Graduate Programs*, offering mostly evening and Saturday courses leading to the master's degree in business or education.

The Hugh L. McColl Jr., School of Business encompasses programs in accounting, business administration and computer information systems in each of the three colleges.

In addition, Queens provides life-long learning opportunities through a non-degree program which offers:

Queens Continuing Education, a wide variety of personal and professional enrichment courses for the Charlotte community.

Queens College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the following degrees:

Bachelor of Arts (BA)
Bachelor of Music (BM)
Bachelor of Science (BS)
Bachelor of Science in Nursing (BSN)
Master of Business Administration (MBA)
Master of Education (MEd)
Master of Arts in Teaching (MAT)

The business programs in the McColl School of Business are nationally accredited by the Association of Collegiate Business Schools and Programs. The National Association of Schools of Music and the National Association of Music Therapy have accredited the college's programs in music. The National Council for Accreditation of Teacher Education (NCATE) and the North Carolina Department of Public Instruction have fully accredited the education program. The nursing program is accredited by the National League for Nursing and is approved by the North Carolina State Board of Nursing. Queens College is a member of the Conference of Southern Graduate Schools and is approved for veterans' education.

The New College and Graduate Programs operate under a trimester calendar. The academic year includes two 14-week terms and a summer term.

This catalog describes the programs of New College and The Graduate Programs. A separate catalog describes the College of Arts and Sciences.

Statement of Purpose

Queens College, private and Presbyterian, is a diversified, co-educational, liberal arts college. The college is a community of learning which engages students in the concepts of a liberal education and its methods of inquiry, fosters an appreciation for intellectual discipline, prepares students as responsible and productive citizens and challenges them to a life of intellectual curiosity and moral vision.

To achieve this purpose, Queens integrates the human experience through an interdisciplinary approach to learning which emphasizes knowledge, creativity and critical thinking. Within the context of the Judeo-Christian heritage, Queens College seeks coherence among liberal learning, cultural awareness and international understanding, career preparation and ethical sensitivity.

New College

Within the overall purpose of Queens College, the goals of New College are to provide adult students from the Charlotte community with baccalaureate education within a liberal arts framework and to provide continuing college education to members of the community.

New College offers evening and Saturday classes leading to the Bachelor of Arts degree with majors in accounting, business administration, communications, computer information systems, English, history and psychology; the Bachelor of Science degree in radiologic technology; and the Bachelor of Science in Nursing degree.

The Graduate Programs

The Graduate Programs at Queens provide advanced, specialized education which prepares students for professional careers. This education also seeks to develop personal and professional values which are necessary for responsible citizenship.

Programs at Queens lead to the Executive MBA degree, Master of Business Administration degree, the Master of Education degree in Elementary Education and the Master of Arts in Teaching.

The Campus

Queens College is located on a wooded campus in the Myers Park area of Charlotte. Its Georgian buildings, many of them constructed in 1914 when the college was moved to this site, have been extensively remodeled. The architectural motif of red brick with white trim has been incorporated in the more modern buildings.

Principal buildings include the following:

BURWELL HALL, 1914, the focal point of the campus, faces Selwyn Avenue. In addition to housing administrative offices, the building has parlors which provide a spacious reception area for guests and social events. Robert Burwell served as president of the Charlotte Female Institute from 1857 to 1872, and his wife, Margaret Anna Burwell, was a teacher and principal.

BELK CHAPEL, 1950, was a gift to Queens by the families and associates of William Henry Belk and Dr. John M. Belk, in their honor. Greek revival in architecture, it is equipped with a 39-rank organ and seats 750. It is used for chapel and for other religious services and meetings. The Belk families have been loyal and generous supporters of the college.

TREXLER COLLEGE CENTER, 1993, honors long-time Queens trustee Charles B. Trexler and his children. Designed to be the "living room" of the college, the Trexler Center is located at the geographic center of the campus. It offers a living room, snack bar, game room, meeting room and a private dining facility -- the Claudia Belk Dining Room. A stairway connects the Trexler Center with the post office and bookstore in the basement of Morrison Hall.

MORRISON HALL, 1927, includes a large dining hall that was redecorated in 1988, a kitchen, the college post office, the college bookstore, ceramics and sculpture studios and auxiliary rooms. The building is named for its donor, Mrs. Cameron Morrison, wife of a distinguished governor of North Carolina.

E.H. LITTLE FINE ARTS CENTER, 1966, contains the Charles A. Dana Auditorium, which seats 1,000 for concerts, recitals, plays and lectures. The center also contains the Suzanne Trezevant Little Recital Hall, an exhibition gallery, studios, practice rooms, classrooms for music and drama and music offices that include a library of music, miniature scores and recordings. Major donors of this facility were prominent philanthropists E.H. Little and Charles A. Dana.

JERNIGAN BUILDING, 1914, houses the Business Office, the student bank and the Office of Student Development. Dr. Charlton Coney Jernigan was president of Queens from 1951-53.

DANA CLASSROOM BUILDING, 1961, honors Charles A. Dana, a generous benefactor of Queens College. It contains classrooms, seminar rooms for smaller classes, a language laboratory, a large lecture hall and faculty offices. Home of the McColl School of Business, Dana Building also houses the offices of New College, the Graduate Programs and Executive Programs.

MCEWEN HALL, 1914, was renovated in 1989 to provide a classroom complex for the Foundations of Liberal Learning Program. The building, named for the late Dr. Mildred Morse McEwen, alumna and professor emeritus of chemistry, also includes other classrooms and a number of faculty offices.

OVENS ATHLETIC CENTER, 1954, includes a large gymnasium, classrooms, a dance studio, a weight room and a swimming pool. Extensive renovation and remodeling took place in 1989 with the expansion of Queens' athletic programs. David Ovens, business executive and merchant, was a Queens trustee and benefactor.

WALKER SCIENCE BUILDING, 1966, contains laboratories, classrooms, faculty offices and research facilities for biology, chemistry, physics and mathematics. It also houses Queens' Computing Services Center. The building was named for Dr. Edwin R. Walker, a former president of the college.

WATKINS HALL, 1914, houses the art department and exhibition galleries. It is named for Miss Mildred C. Watkins, member of the faculty from 1895-1909.

IRWIN-MCKAY STUDENT HEALTH CENTER, 1958, provides seven hospital beds and rooms for consultations and treatment. It was a gift of Thomas M. Belk and his wife, Katherine McKay Belk, honoring Dr. John R. Irwin, Dr. Henderson Irwin and Dr. Hamilton W. McKay.

ALBRIGHT RESIDENCE HALL, 1964, is named in honor of Miss Thelma Albright, former dean of students and a long-time faculty member at Queens.

THE WILLIAM H. BARNHARDT CENTER, a dormitory facility completed in 1965, honors Mr. and Mrs. William H. Barnhardt. A prominent and devoted supporter of the college, Mr. Barnhardt was a member of the board of trustees.

BELK RESIDENCE HALL, 1954, honors the late Mrs. William Henry Belk, alumna, trustee and benefactor. The hall was a gift to Queens from Mrs. Belk's sons and daughter.

HARRIS RESIDENCE HALL, 1954, honors the late James J. Harris, chairman of the Board of Trustees, and his late wife, Angelia Morrison Harris, both loyal and devoted supporters of the college.

LONG RESIDENCE HALL, 1914, is named for Miss Lily W. Long, who served the college for half a century and was president from 1891-1899.

WALLACE RESIDENCE HALL, 1962, honors Mr. and Mrs. J.M. Wallace and family. Mrs. Wallace was an alumna, and J. Mason Wallace Jr., was a college trustee.

College buildings immediately adjacent to the campus include Harris House and Withers House, the home of Queens' Continuing Education.

Other buildings on the campus are named for Dr. Elizabeth H. Blair, former dean of instruction; Mr. and Mrs. W.Z. Stultz, donors; and Miss Laura A. Tillett, professor emeritus of English. These buildings are used for administrative and instructional purposes.

The buildings on the Queens campus are of traditional architectural design, having been constructed before the adoption of

contemporary building access standards. Accommodations for persons with disabilities are added as buildings are remodeled.

All or parts of Albright Residence Hall, Dana Classroom Building, Everett Library, Irwin-McKay Student Health Center, McEwen Building, Morrison Dining Hall, Tillett Building, Wallace Residence Hall and Watkins Hall are accessible for persons with disabilities.

Further information regarding facility campus access may be obtained from the dean of student development.

THE COLLEGE LIBRARY, Everett Library is located at the center of the campus and was built through the generosity of Herschel Hill Everett, chairman of the board of trustees from 1952-67, and his wife, Cornelia Nisbett Everett.

The library collection -- the core of the academic community -- is designed to support all programs of the college. More than 118,000 books and bound periodicals and 25,000 U.S. government documents are available in open stacks for student use.

In addition, the library currently subscribes to over 600 periodicals and retains the New York Times on microfilm from 1910 to the present and the Wall Street Journal from 1987 to the present.

The collection, which grows at a rate of 2,000 volumes a year, receives additional support from endowments established by the Friends of the Library.

The Margaret Louise Chapman Instructional Media Center is located on the lower level of the library. Donated by the Friends of the Library in 1982, it is a full-service media center with equipment and facilities for the production and use of audio, video, film and photographic software. Production, listening and viewing rooms are available, as well as personal computers and computer terminals linked to the Digital VAX in the Computing Services Center.

Also on the lower level is the Curriculum Laboratory, which houses the education department's collection of state-adopted textbooks and other materials for classroom use.

During the two main academic sessions, the library is open from 8 a.m. to 1 a.m. Monday through Thursday, from 8 a.m. to 6 p.m. on Friday, from 10 a.m. to 6 p.m. on Saturday, and from 2 p.m. to 1 a.m. on Sunday. The schedule for examination weeks is extended and the schedules for semester breaks and summer sessions are reduced.

Students have free access to the stacks and may receive instruction in the use of the library at any time. The library encourages use by Queens students, faculty and staff, alumni, Friends of the Library, ministers of the supporting presbyteries and other individuals with special permission.

Everett Library has been enriched by its Friends of the Library organization. Founded in 1971, this community group hosts popular, annual "book-and-author" events; contributes significantly to the interior decor of the building; funds the Browsing Collection; and has established a Special Collections Room in memory of Rena C. Harrell,

Queens' first librarian. This special room houses a collection of Charlotte imprints, books on the history of Mecklenburg County and materials relating to the history of Queens College. Thanks to an anonymous gift received in April 1994, the library will have an automated card catalog system by September 1995.

COMPUTING SERVICES CENTER

The Computing Services Center, located in the basement of Walker Science Building, is available for use by all students, faculty and staff. The center has two Digital VAX systems, one for administrative services and another for academic services. The academic system offers access to *NSFNet* for the exchange of electronic mail.

The Dickson Microcomputer Center, created in 1988 by the Dickson Foundation, is located adjacent to the Computing Services Center. The Dickson center has 20 IBM-compatible personal computers with hard-disk drives and graphics capability, ten dot-matrix printers and one letter-quality printer. Software available includes complete commercial versions of word processing, spreadsheet, database, project management, accounting, linear programming and other applications packages. The center is used to support academic courses and to serve as a resource for faculty and students enrolled in courses for credit.

Additional microcomputers are available for student use in residence halls and in the Media Center in Everett Library.

History

Queens was founded in 1857 as the Charlotte Female Institute, then located on College Street near the center of the city. For five years after 1891 it was called the Seminary for Girls, and, after affiliating with the Presbyterian Synod of North Carolina in 1896, it became known as the Presbyterian College for Women. In 1912, anticipating the move to its present campus in the Myers Park residential area in 1914, it became Queens College.

That name revived pre-Revolutionary traditions, for in 1771 a group of North Carolina colonists sought a royal charter for a Queens College, to be located in the town of Charlotte, which was named for the British queen, Charlotte of Mecklenburg. George III refused the petition, doubting the wisdom of creating an institution to perpetuate non-conformist views favored by the Scotch-Irish Presbyterians who had settled in Piedmont Carolina. A school was chartered in 1773, however, under the unusual name of Queens Museum. During the Revolution, it sympathized with the colonial cause and became known as the Liberty Hall Academy.

The academy's post-Revolutionary history is sketchy, but in 1821 the Male and Female Academy Corporation was chartered to operate the Liberty Male Academy, the precursor of Davidson College, and the Charlotte Female Academy, the precursor of the Charlotte Female Institute.

In 1930, Queens became related to the Presbyterian Synod of South Carolina through a merger with Chicora College in Columbia, S.C. (formerly in Greenville). With the creation of the Synod of the Southeast in 1973, Queens' official church relationship was extended to include Presbyterians in Georgia as well as those in the Carolinas. Subsequent restructuring of the Presbyterian Church has given Queens ties to both the South Atlantic and the Mid-Atlantic synods.

In the aftermath of World War II, Queens admitted its first male students in a non-residential status.

A coeducational Evening College, the forerunner of both the present New College and Continuing Education program, was created in 1948. Queens' first post-baccalaureate degree program, the master of business administration, was begun in the spring of 1980. It, too, admitted both women and men.

In 1987, Queens College became fully coeducational and adopted an ambitious and innovative plan for expanding and enhancing the curriculum. That plan produced the Foundations of Liberal Learning and the International Experience programs, which were put into place in 1989.

The Hugh L. McColl Jr., School of Business was established in 1993 to unify and strengthen the college's programs in accounting, business administration and computer information systems.

STUDENT SERVICES

Student Associations

STUDENT GOVERNMENT ASSOCIATION (SGA). New College Student Government, organized in 1981, is the formal means of student involvement in the operations and activities of New College. Representatives are elected each fall by the student body and serve as liaisons between students, faculty and administration. Officers of the SGA also serve on the New College Honor Council.

PHI ALPHA THETA. The Alpha Gamma Kappa Chapter of Phi Alpha Theta, the international honor society in history, was installed in 1985. A member of the Association of College Honor Societies, the Society promotes history through the encouragement of research and the exchange of learning and thought among historians. Juniors who have completed at least four history courses with a GPA of 3.100 or better, and an overall GPA of 3.000 or better for two-thirds of the remaining work completed, are eligible for candidacy for membership. Membership in Phi Alpha Theta is for life and is recognized by the U.S. Civil Service Commission as a credit qualifying for GS-7.

SIGMA THETA TAU. Mu Psi at Large is a chapter of Sigma Theta Tau International, the honor society of Nursing founded in 1922. Students who have completed at least half the nursing major and demonstrate superior academic achievement and leadership potential are invited to join.

Campus Services

CENTER FOR CAREER DEVELOPMENT. The Center for Career Development provides various personal and group services to Queens students and to members of the community. The center offers individual and group career/life planning services as well as job search consultations. Fees for services may vary. Currently enrolled students are encouraged to use the Career Resource Center at no charge which includes information about careers and graduate/professional schools, as well as employment listings for full-time and part-time jobs. Queens' Center for Career Development is located in the Blair Building.

BOOKSTORE. The Queens College Bookstore, located in the basement of Morrison Hall, sells textbooks, academic supplies, clothing, beverages and some snack foods.

DINING HALL. Morrison Dining Hall is open for dinner until 7 p.m. Students may purchase a single dinner ticket at the door or a

packet of ten dinner tickets from the office in Morrison Dining Hall. These tickets may be used at any dinner during the semester.

POST OFFICE. A full-service post office is located adjacent to the bookstore in the basement of Morrison Hall.

TREXLER COLLEGE CENTER. The Trexler College Center, which adjoins Morrison Dining Hall and is connected by a stairway to the post office and bookstore, offers a snack bar, game room, television lounge and facilities for meeting and studying.

POOL AND TENNIS COURTS. New College and graduate students with student ID's may use the swimming pool and tennis courts. Open hours for pool use are posted each semester. Tennis court access cards are available from the physical education office during fall and spring terms only. A deposit is required. For more information, contact the physical education office.

MEDICAL SERVICES. The Irwin-McKay Health Center is open around the clock from 3 p.m. on Sundays until 3 p.m. on Fridays. A nurse is on staff to care for the routine medical needs of students. All resident students must have a health form on file. All commuters who plan to use the health services also must have a health form completed by their physician and on file in the Health Center. The staff may be unable to treat a student who does not have a health form on file. New College and graduate students may receive tetanus immunizations at the Health Center for a nominal charge.

COUNSELING SERVICES. Queens has professional counselors on staff in the Health Center who are available for appointment by calling 337-2220. All counseling services are confidential. New College or graduate students may make an appointment for information and/or referral to off-campus counseling services. There is no charge for this appointment. The cost of any off-campus therapy to which a student is referred is the responsibility of the individual student.

DEPARTMENT OF CAMPUS POLICE. The Campus Police Department was established to maintain a safe environment for the college community. Officers with the department are commissioned Campus Police Officers by the Attorney General of North Carolina and have full police powers on campus. Officers patrol the campus 24 hours a day and are on duty year round, including holidays. The Chief of Campus Police not only has responsibilities for police and security functions, but also enforces all safety and fire regulations on campus.

PARKING. A student parking permit is available at the Office of the Campus Police, located in the Stultz Building. The permit is valid for one academic year and allows the student to park in assigned lots and unrestricted zones during times indicated in the Queens College Rules and Regulations Handbook.

ESCORTS. Persons may call 337-2306 or come by the Campus Police Office and request an escort to or from the parking lots. This service

is available 24 hours a day. Please keep in mind that it might take a few minutes to give you the assistance because of other duties or emergencies that may arise.

EMERGENCY TELEPHONES. Telephones are located in each of the parking areas and buildings on campus. These should be used by persons requesting assistance or in need of help from Campus Police at 337-2306.

STUDENT IDENTIFICATION CARDS. Student ID cards are mailed to continuing students after registration and provided to new students during registration. ID cards are valid through August.

Tuition, Fees, and Financial Aid

Tuition and Fees

While the Board of Trustees and the administration of the college reserve the right to adjust the schedules at Queens at any time, the following basic fees have been established for the fiscal year 1994-95.

NEW COLLEGE

Tuition per credit hour	$195.00
Application fee (non-refundable)	25.00
Registration fee (non-refundable)	15.00
Late registration fee (non-refundable)	10.00
Transcript fee (if necessary)	5.00
Graduation fee	65.00
Parking permit	35.00 per term
Music fee (weekly private lessons per half hour)	100.00

GRADUATE PROGRAMS

MAT tuition per credit hour	$195.00
MBA tuition per credit hour	230.00
MEd tuition per credit hour	195.00
Application fee (non-refundable)	25.00
Registration fee (non-refundable)	15.00
Late registration fee (non-refundable)	10.00
Transcript fee (if necessary)	5.00
Graduation fee (cost of purchasing master's hood is not included)	75.00
Parking permit	35.00 per term

Executive MBA Program

The total tuition for the Executive MBA Program is between $28,000 and $37,000, depending on the choices students make for their summer experiences. Tuition includes all required books and materials.

LAB FEES. Specific lab fees are listed with the course descriptions in the catalog. Students pay these fees in addition to the appropriate tuition for the courses.

CREDIT BY EXAMINATIONS. The fee for each College Level Examination Program test is $50. The fee for each internally set challenge examination is $100.

PAYMENT REGULATIONS. Upon signing the application for admission, the applicant accepts as binding all fees and regulations set forth in the catalog.

1. Tuition and fees, less financial aid awarded, are due and payable in full before the beginning of each term. Payments are accepted via check, cash, MasterCard®, or VISA®.
2. Students who do not wish to pay in full at the beginning of each term may be interested in the following programs offered by Tuition Management Services (TMS). See also "Employer Assistance Deferment Plan" below.
   a. **Installment plan.** Payment for fall term may be made in four equal installments, payable at registration and by the 25th of September, October, and November. Payment for spring term may be made in four equal installments, payable at registration and by the 15th of February, March and April. Summer payment dates are published in the spring prior to registration for the summer term. A deferment fee of $55, payable upon registration, is incurred each term tuition is deferred under this plan. A late-payment penalty is incurred if an installment is not paid by the due date. The college reserves the right to deny participation in this plan to students on the basis of their payment history with the college.
   b. **Unsecured educational loans.** There are a variety of student and parent loans available. Information on these loans is available in Queens' Office of Financial Aid.
3. A student is not permitted to attend classes until satisfactory arrangements have been made to meet all financial obligations. Continued class attendance is contingent upon maintaining good financial standing throughout the term.
4. Diplomas, certificates and transcripts are issued only when the student's accounts have been paid in full.

EMPLOYER ASSISTANCE DEFERMENT PLAN. The Employer Assistance Plan (EAP) is a deferment plan available to students who qualify based on financial hardship and the willingness of their employer to reimburse them for tuition at the end of the term. Under this plan, tuition for fall term is due by January 31, spring term by June 17, and summer term by September 23. Students wishing to apply for this plan must submit the EAP Application Form and the Financial Hardship Form to the Business Office. These forms are available in the Business Office and the Office of Adult Admissions. A deferment fee, payable upon registration, is incurred each term when tuition is deferred under this plan — $50 for the first course and $25 for each additional course. A late-payment penalty is incurred if a payment is not made by the due date. The college reserves the right to deny participation in this plan to students on the basis of their payment history with the college.

Withdrawal and Financial Obligations

WITHDRAWAL—ACADEMIC INELIGIBILITY. A student determined to be academically ineligible to return by the Student Qualifications Committee of the college will receive a refund if the student has made payments or has a credit balance toward the next term's tuition and fees.

WITHDRAWAL—ILLNESS. Students who withdraw from the college during the academic year as a result of illness will have tuition and lab fees prorated as of the date of withdrawal, provided the physician recommends withdrawal in a letter submitted to the Office of Graduate Programs and New College.

WITHDRAWAL—OTHER REASONS. Students who withdraw from the college during the academic year on their own initiative will have tuition and lab fees prorated as of the date of withdrawal as follows:

	Term I	Term II
100% refunded if withdrawing by	9/6/94	1/23/95
75% refunded if withdrawing through	9/13/94	1/30/95
50% refunded if withdrawing through	9/20/94	2/6/95
25% refunded if withdrawing through	9/27/94	2/13/95
0% refunded after	9/27/94	2/13/95

Proration dates for summer term will be published before registration. Students suspended by the college will be subject to tuition proration according to the above schedule.

Students who feel that individual circumstances warrant exceptions from the above-stated policy may appeal to the Financial Policies Committee, provided such appeal is made in writing to the treasurer and business manager before the end of the term for which proration is requested.

WITHDRAWAL INVOLVING FINANCIAL AID. If the Business Office determines that the student is due a refund and all or part of the student's institutional charges were paid with financial aid funds, all or a proportionate part of the total refund must be returned to the Title IV Financial Aid Accounts and may be returned to other financial aid accounts if necessary.

Amounts to be returned will be determined as follows:

1. Title IV Aid/Total Aid Package
2. This fraction will be applied to the total refund due.
3. The result is the amount to be returned to Title IV Programs.

Queens' policy is to distribute this amount of funds to Title IV Programs in the following order, in no case exceeding the total amount originally awarded from that fund.

Undergraduate

1. Supplemental Educational Opportunity Grants

2. Perkins Loans
3. Pell Grants
4. Stafford Student Loans (GSL)
5. Other programs (State and Institutional)

Graduate

1. Perkins Loans
2. Stafford Student Loans (GSL)
3. Other programs (State and Institutional)

Financial Aid

Queens makes every effort to meet the financial needs of students. Both undergraduate and graduate students must take six credit hours at Queens in order to be eligible for any financial assistance. Although many students who are employed may not qualify for grant assistance on the basis of need, the Office of Financial Aid will seek to determine sources of loan assistance.

FEDERAL PROGRAMS

Application Procedures:

Students begin the process of applying for all loans and grants by submitting the Free Application for Federal Student Aid (FAFSA) to the federal central processor. Four to six weeks later, students will receive a Student Aid Report (SAR). All copies of the SAR should then be sent to the Financial Aid Office. A copy of the 1992 Income Tax Return may be required for verification purposes, as well as other documentation as requested.

Undergraduate

Federal Pell Grants are available to eligible undergraduate students on the basis of financial need. The maximum grant is $2,300 for full-time enrollment (12 hours) and varies depending upon enrollment status and financial need. Students must submit the Student Aid Report resulting from filing the FAFSA to the Office of Financial Aid at Queens to determine the amount for which they are eligible. A signed copy of the 1993 income tax return may be required before the awarding of a Pell Grant or other financial aid.

Federal Supplemental Education Opportunity Grants are available on an annual basis to undergraduate students demonstrating extreme financial need. These grants range from $100 to $1,000 and may be renewed from year to year depending on need.

The Federal Work-Study Program assists qualified students in meeting educational expenses through employment on campus during the academic year at a specified hourly rate. Eligibility for this program depends upon financial need.

Undergraduate and Graduate

Federal Perkins Loans permit students with established need to borrow as much as $3,000 per year of undergraduate enrollment. Students with extreme need may be eligible for loans for graduate study.

These loans bear a five-percent annual interest rate during repayment. Repayment begins six to nine months after the borrower ceases to be at least a half-time student and may extend over a period of 10 years. If the borrower enters certain public-

service occupations, the loan may be canceled.

Federal Stafford Loans are low-interest loans made to students attending school at least half-time. Loans are made by a lender such as a bank, credit union, or savings and loan association. These loans are insured by the guaranty agency in each state and reinsured by the federal government. Students must repay this loan.

Students may qualify for a subsidized Federal Stafford Loan, which is based on financial need, but students can also get an unsubsidized Federal Stafford Loan regardless of need. It's possible for a students to have a Federal Stafford Loan partly based on financial need and partly not on need. Contact the Financial Aid Office for applications and additional information.

STATE PROGRAMS

Undergraduate

North Carolina Legislative Tuition Grants are available to North Carolina residents pursuing their first bachelor's degree and enrolled for 12 credit hours per semester. Currently, the award is $1,150 per academic year.

The N.C. Student Incentive Grant is available to North Carolina residents who are full-time students and who demonstrate extreme financial need. Grants range up to a maximum of $1,500 for eligible students. To apply, complete the Free Application for Federal Student Aid. Funds are very limited; apply by March 1. The College Foundation, Inc. determines recipients and amounts of awards.

QUEENS SCHOLARSHIPS AND FELLOWSHIPS

Undergraduate

Karl and Anna Ginter Fellowships range from a $330 honorarium to a maximum of $2,000 annually, and are awarded to new degree candidates enrolled in New College. Awards are made on the basis of academic promise, personal achievement, leadership potential and outstanding character.

Fellowship recipients must take a minimum of 12 credit hours per year (including summer) and must maintain a cumulative grade-point average of 3.000. Each degree candidate is eligible to apply for a Ginter Fellowship only upon entry into the program.

Awards are not based on financial need. The amount awarded is affected by the student's employer assistance and by the student's coarse load. The number of awards vary per year depending on financial availability. Applications are available through the Adult Admissions or Financial Aid Offices.

Ministerial Tuition Remission is available to any undergraduate student who is the dependent or spouse of an active Presbyterian minister. Dependents of active ministers of the Presbyterian Church U.S.A. synods of the Mid and South Atlantic

will receive a 20 percent tuition remission. Dependents of active ministers in all other synods of the Presbyterian Church U.S.A. will receive a 15 percent tuition remission.

Graduate

Blumenthal Fellowships, made possible by the Blumenthal Foundation, range from a $500 honorarium to a maximum of $2,000 annually and are available to MBA students who are outstanding in academic achievement, community service and outstanding character.

Any student accepted into the MBA program is eligible to apply for a Blumenthal Fellowship. The student must have a GMAT score of at least 525 and a minimum total index of 1150 (GPA x 200 plus GMAT score).

The opportunity to apply or to be nominated for this fellowship is only available upon entry into the graduate program. Awards are made annually, based upon availability of funds. Blumenthal Fellows must attend and participate in the Blumenthal Conference on Business Ethics held annually at Wildacres Retreat in Little Switzerland, N.C. Fellows' expenses are covered by the foundation.

FINANCIAL AID POLICIES

Most financial aid programs are renewable throughout undergraduate or graduate years if the recipient demonstrates satisfactory academic progress. The Student Qualifications Committee evaluates the progress of undergraduate students at Queens and determines eligibility for continued enrollment according to the standards indicated under "Student Qualifications." The Graduate Qualifications and Standards Committee evaluates the progress of graduate students at Queens and determines eligibility for continued enrollment, according to the standards indicated under "Academic Policies." Students receiving federal Title IV financial aid funds must meet these minimum standards as well as a minimum credit-hour accrual which indicates progress toward completion of a degree.

Statements of Academic Progress Standards are sent to all aid recipients with award notices and are available upon request from the Office of Financial Aid.

Students must complete the FAFSA each year. The amount offered may vary from year to year depending upon availability of funds and need of students.

Financial aid recipients who withdraw during the school year will have their aid prorated according to the regulations governing withdrawal, and may be required to refund funds to various programs.

Queens reserves the right to review and modify an offer of

financial aid should the recipient receive aid from other sources after the Queens program has been offered. All federal and state programs are subject to congressional and legislative change.

New College

Admission

Applications for admission may be obtained by writing the Office of Adult Admissions, Queens College, 1900 Selwyn Avenue, Charlotte, North Carolina 28274, or by calling 704-337-2313.

CAMPUS VISITS. Students seeking information about the college are encouraged to visit the campus and the Office of Adult Admissions. The office is open from 8:30 a.m. to 5 p.m. on weekdays throughout the year. Appointments for evenings or Saturdays may be made by calling during regular hours. The Office of Adult Admissions is located in Burwell Hall.

UNDERGRADUATE ADMISSION REQUIREMENTS. New College admissions policy is designed to select students of outstanding promise. Each applicant is considered on the basis of his or her individual achievements, merits and potential for academic success. Students may apply as either special students, to take a limited number of courses, or as degree candidates. An admissions interview is required of all degree candidates.

APPLICATION DEADLINE. While there are no deadlines for application, prospective students should apply for admission as early as possible. The Office of Adult Admissions will act on an application as soon as all required information has been received. The registrar will evaluate the transferred credits of degree candidate applicants only after all college transcripts have been received.

To apply as a candidate for the bachelor's degree, the following materials must be provided to the Office of Adult Admissions:

1. High School diploma or equivalent.
2. High School transcript(s).
3. Transcript(s) from all colleges attended. It is the student's responsibility to have all transcripts sent directly to the Office of Adult Admissions from each institution attended.
4. Two letters of recommendation.
5. Completed degree candidate application form.
6. Application fee

To apply as a special student the following materials are required:

1. High School diploma or equivalent.
2. High School transcript(s).
3. Transcript(s) from all colleges attended.
4. Completed special student application form.
5. Application fee

SPECIAL STUDENTS. Special students who do not already have a bachelor's degree may take no more than 15 credit hours. After completion of 15 hours, the student must either apply as a candidate for the bachelor's degree or petition the dean for permission to take additional course work. Special students who already have a bachelor's degree have the privilege of unlimited credit hours. All special students must maintain a C average to continue their enrollment.

LENGTH OF ADMISSION ELIGIBILITY. Acceptance into the college will remain effective for up to one calendar year following the commencement of the semester for which the acceptance has been made. Individuals who wish to enter after the one-year period are required to reapply, and the admission decision will be based on the existing admission standards at the time of reapplication.

RECORD OF IMMUNIZATIONS. Students taking more than one class (only if one of those classes is during the day) must provide health record information to Queens to satisfy a North Carolina mandated immunization requirement. Forms for this purpose are available in the Adult Admissions Office and the Health Center.

READMISSION TO THE COLLEGE. A student who has previously been admitted to the college but who has withdrawn or been administratively withdrawn in good standing and wishes to return may apply for readmission to the college. Materials required for admission include:

1. A completed re-admission application form.
2. Application fee
3. Any official transcripts, recommendations or other materials not received or retained from previous admission. Students who are re-admitted to the college are bound to the catalog in effect during the term in which they matriculate.

Students who were *not* in good standing at the time of their withdrawal from the college must apply for readmission to the Student Qualifications Committee.

CREDIT BY EXAMINATION. Queens College awards credit and/or advanced placement to students who score satisfactorily on approved subject-level tests of the College Level Examination Program (CLEP) and to students who score satisfactorily on validation examinations administered by the college. CLEP examinations are graded on a Pass/No Record basis and may not be used to satisfy the final 30 hours required for graduation. No more than 38 credit hours may be earned through examinations for credit. A fee is charged for each test. Students who wish further information about CLEP should contact the Office of Career Development.

CREDIT BY CERTIFICATION. Thirty credit hours are accepted toward a major in radiologic technology for those persons certified by the American Registry of Radiologic Technologists.

HIGH SCHOOL DUAL ENROLLMENT. Any junior or senior in a Charlotte-Mecklenburg area secondary school may apply for admission as a special student in New College when recommended by the secondary school. Following graduation from high school, credit earned under the dual enrollment program can be applied toward a degree at Queens College or transferred to another institution.

INTERNATIONAL STUDENTS. New College welcomes international students. Candidates must provide the Office of Admissions with a completed college application for admission accompanied by the filing fee. Applicants must request that their transcripts from each institution attended be forwarded to the Office of Adult Admissions. Transcripts must be translated into English by an official at the school issuing the transcript. It is recommended that international students take the Scholastic Aptitude Test (SAT). Any student for whom English is not the first language must satisfactorily complete the Test of English as a Foreign Language (TOEFL) with a score of 550 or higher, and have the score sent to the Office of Admissions.

Academic Regulations

ACADEMIC RESPONSIBILITY. While Queens College makes every effort to advise and counsel students on their academic programs and academic requirements, it is the student who is ultimately responsible for fulfilling all requirements for a degree. To assist the student with this responsibility, all academic plans and programs should be approved by the student's advisor.

In general, a student must fulfill the degree requirements and major requirements set forth in the catalog in effect during the first semester in which the degree candidate registers for a class. Other academic regulations amended while a student is in course at Queens may well be deemed to apply regardless of the policies stated in the catalog of entry. Further, curricular exigencies or other circumstances may require the college to modify degree or major requirements from those at entry, and that right is reserved.

ACADEMIC ADVISING. It is the student's responsibility to schedule advising appointments with the Director of New College or another designated academic advisor as often as necessary to plan course schedules for each term and to discuss current academic questions and problems.

THE HONOR CODE. The Honor Code is at the heart of Queens' commitment to integrity and academic freedom. The purpose of the Honor Code is to provide this community with an atmosphere of

mutual trust among students, faculty, and administration. The Code applies to all phases of life at the college and is binding on all members of the college community. When applying for admission to the College, the student accepts the responsibility of the honor system and the following code:

As a member of the Queens College community, I do hereby resolve to uphold the Honor Code of the College and endeavor to create a spirit of integrity and honor for its own sake. I pledge truthfulness at all times, respect for the property of others and absolute honesty in the performance of all academic work. Realizing that the Honor Code places upon me demands as well as privileges, I resolve to report any student, including myself, who may violate any of the principles of the Honor Code. I understand the Honor Code and realize that a plea of ignorance will not be accepted by the college community.

Violations of the Honor Code include but are not limited to cheating, lying, theft and academic dishonesty. Two examples of the latter are plagiarism, the use of another's words or ideas without giving credit to the source, and computer misuse, accessing, transferring or altering information without authorization.

Suspected violations of the Honor Code should be reported to the director of New College and will be heard by a New College Judicial Committee.

ACCESS TO RECORDS. Queens College, in accordance with the Family Educational Rights and Privacy Act of 1974, also known as the Buckley Amendment, permits students to inspect their records whenever appropriate and to challenge specific parts of them as necessary.

Public Records. The following information on individual students is considered directory information and is public: full name, local address, home address, telephone number, date of birth, major field of study, dates of attendance at Queens College, class year, degrees, honors and awards received, participation in officially recognized college activities and student organizations, parents' names, class schedules and religious affiliation. This information may be released or published without the student's consent. However, students who do not wish some of this information to be released or made public may inform the Registrar's Office, in writing, within 10 days after registration each term. The registrar will notify other college offices of such requests. Students should understand that if they withhold directory information, it will not be released to anyone unless the health or safety of an individual is involved. It is the policy of Queens College to refuse to release information to private firms for use in mailing lists.

Requests for student data from government and research agencies may be honored without prior approval of the student, ordinarily in anonymous form.

Confidential Records. All personally identifiable material on particular students used to make decisions about students or used for transmittal to others outside the college and which is other than public material, as defined above, is considered confidential. Confidential information includes but is not limited to, the following: academic evaluations, advising records, disciplinary records, financial aid records, letters of recommendation, medical or health records, clinical counseling records, transcripts, test scores and other academic work.

Official Records. Official records are released only with the written permission of the student. Official records include material on students relating to their status as students held by any office of the college and intended for the use of the college or available to parties outside the college.

Official records do *not* include the following: letters of recommendation for which the student has waived the right of access, public safety records, medical and clinical counseling records, financial records of parents, private records kept by individual faculty or administrators as aids to memory but not intended for transmittal to others.

Access to Official Records. Each enrolled or former student of Queens college has the right to inspect and review official educational records or files of the college directly relating to that student. (Note: Files on individual students are retained for five years after the student leaves the college. Only the transcript is kept indefinitely.) Student access to official educational records or files directly relating to the student is provided in the presence of a staff member. The permanent academic record (transcript) will not be allowed outside the Registrar's Office. The right to access does not extend to applicants, those denied admission or those admitted who do not enroll. Offices may require that requests for access be submitted in writing and may ask for, but not require, the reason for the request. A copy of a student's transcript and/or other recorded data will be made available to college officials who show legitimate educational needs without written permission of the student. Records will be kept in offices whose functions require such information.

A student is entitled to an explanation of relevant information contained in official records. The student has the right to a hearing to challenge the content of an official record to ensure that it does not contain information which is inaccurate, misleading or in violation of privacy or other rights, and to correct or delete inaccurate, misleading or inappropriate material.

COURSE LOAD. The New College academic year consists of Term I, Term II and Summer Term. Students who are enrolled in fewer than 12 semester hours in Term I or II are considered part-time students. Adult students attending Queens while working full time typically carry from three to six credit hours per term. (The normal

load for a full-time student is from 12 to 16 credit hours.) Any student who wishes to take more than 16 hours should obtain permission from the director of New College.

TRANSFER STUDENTS. Transfer students must meet all degree requirements including the residency requirement that at least 45 semester hours be completed at Queens. The registrar will supply a complete audit of transferred credit and its applicability to Queens graduation requirements.

SECOND-DEGREE STUDENTS. Students who hold an undergraduate degree, either from Queens or from another accredited institution, may seek a second degree provided it is in a different field from the first earned. Such students must meet all degree requirements stipulated for transfer students except that the residency requirement is reduced from 45 to 30 semester hours.

Queens College graduates who wish to add a second major within the same baccalaureate degree may do so by fulfilling the requirements for that major as stipulated in the catalog for the year of re-entry to Queens.

SPECIAL STUDENTS. Special students are admitted to the college without the expectation that they will earn a degree. Special students who have never earned a bachelor's degree may enroll for a cumulative total of 15 credit hours, after which they must apply for regular admission in order to continue at Queens, or receive special permission to continue.

Special students who have already earned a bachelor's degree may take unlimited credits as a special student. Special students must comply with all college regulations.

TRANSIENT OR CONTRACT STUDENTS. These students are degree candidates at another college or university taking courses at Queens by special arrangement.

CONSORTIUM STUDENTS. Degree-seeking students at the 12 area colleges which make up the Charlotte Area Educational Consortium may enroll in a course in any one of the member institutions during the regular academic year. Full-time Queens students, if qualified, may enroll at one of the other colleges in a course not offered at Queens which has applicable credit towards the Queens degree without payment of additional fees. Arrangements for consortium cross-registrations are made through the Registrar's Office.

Member institutions of the Charlotte Area Educational Consortium are Barber-Scotia College, Belmont Abbey College, Central Piedmont Community College, Davidson College, Gaston College, Johnson C. Smith University, Pfeiffer College, Queens College, University of North Carolina at Charlotte, Wingate College, Winthrop College and York Technical College.

IMMUNIZATION REQUIREMENTS. The State of North Carolina requires that all students enrolled in classes which start

before 4 p.m. submit proof of certain immunizations to the College. Forms for this purpose are available in the Health Center and the Admissions Office.

REGISTRATION. All students are expected to register at the time and place indicated on the schedule each term.

DUAL ENROLLMENT. A New College student may register for a course offered in the College of Arts and Sciences on a space-available-basis. New College students who dually enroll in the College of Arts and Sciences must follow that college's procedures, including procedures for registration, drop/add and withdrawal from a course, and follow that college's calendar, which usually varies somewhat from the New College calendar.

ADMISSION. Students are admitted either to New College or to the College of Arts and Sciences. However, a student dismissed from either college is dismissed from all Queens College programs until readmitted.

TRANSFER BETWEEN NEW COLLEGE AND CAS. Students are admitted either to New College to the College of Arts and Sciences; admission is not transferable. However, a student dismissed from either college is dismissed from all Queens College programs until re-admitted.

A student may apply to transfer from the New College to the College of Arts and Sciences or the reverse after completing at least one term in the college of entry, provided that the student has earned a minimum cumulative grade-point average of 2.000 at Queens College and is not on any type of academic or social probation. A student who wishes to change colleges must apply to the Office of Admissions.

At minimum, students must complete 30 hours of the residency requirement in the college to which they transfer and complete all of the graduation requirements of that college. Students may not earn a major or minor which is not offered in the college into which they transfer.

DROP/ADD. When a course is Dropped there is no record of that registration, and no charge is incurred for that course. Students who Drops all courses at Queens College in their first semester of attendance will *not* have matriculated into the college.

The Drop/Add period is limited. To Drop or Add a New College course, the student must contact the New College Office and complete the appropriate form(s). After the Drop/Add period has ended, a student leaving a class must withdraw from the course and receive a grade of "WP" or "WF."

WITHDRAWAL FROM A COURSE. After the Drop/Add period has ended, the student who does not wish to continue in a course but will not be adding another in its place must Withdraw from the course. (See section on Withdrawal and Financial Obligations.)

Withdrawal from a course is a different process from dropping a course. After the Drop/Add period has ended, a student must contact

the New College Office and complete the appropriate form to Withdraw from the course. The student will receive a grade of WP or WF.

A student who abandons a course during the term will receive a grade of F for the course.

The deadline for withdrawal from a course is usually one calendar week after the mid-point in each term and is stated on the term calendar. After that date, a student must petition the Student Qualifications Committee for permission for a late withdrawal.

CLASS ATTENDANCE. Students are expected to attend all class sessions. Specific attendance policies are set for each course by individual faculty members and should be printed in the syllabus or announced at the beginning of the term. It is the student's responsibility to know the attendance policy in a particular course. Faculty members may lower a student's grade for excessive or unexcused absences.

CLASS STATUS. Students are assigned class status according to the number of credit hours earned. A freshman has earned from 0 to 23 credit hours; sophomore, 24 to 51 credit hours; junior, 52 to 89 credit hours; and senior, 90 or more credit hours.

GRADING. Grade reports are sent to students at the end of each term. Queens uses the following system of grades and grade-point values per credit hour:

Grade	*Interpretation*	*Grade-Point Value*
A	Superior performance	4.000
A-		3.700
B+		3.500
B	Good performance	3.000
B-		2.700
C+		2.500
C	Satisfactory performance	2.000
C-		1.700
D+		1.500
D	Poor performance	1.000
F	Failing performance	0.000
P	Pass	(0)
Z	No Record	(0)
W	Administrative Withdrawal	(0)
WP	Withdrew Passing	(0)
WF	Withdrew Failing	(0)
AU	Audit	(0)
I	Incomplete: will become a letter grade A-F upon completion.	

Pass/No Record. Pass/No Record is a grading system designed to encourage students to explore new areas. *Only elective courses may be taken on a P/N basis.* Students may take up to two elective courses per academic year, but no more than one course per term on a P/N basis. Some courses are designated P/N for all students. Other courses may not be taken P/N by any students.

The grade of "P" is recorded when a student earns a grade of C- or better in the course. If a student earns a D+, D or F, the "Z" designation is used on the student's grade report. A "Z" differs from an F because it is not recorded on the student's permanent academic record and is not counted in the calculation of the student's cumulative grade-point average.

A student must request at the time of registration that grading be P/N. However, the student who has begun a course with P/N can change to a regular graded basis until the date on the term calendar designated "last day to withdraw from a course," usually one week after the mid-point of the semester. The student is responsible for requesting this change in writing from the Registrar's Office prior to the deadline.

A student may not take a proficiency, foundational, liberal learning or major/minor courses on a P/NR basis without special permission.

Pass/Fail. Pass/Fail is the grading system used for special course offerings including internships and the international experience study tours. The Grade of "P" is recorded when a student earns a grade of C- or better in the course. An "F" is recorded when the work is unsatisfactory. P/F differs from P/N in that F's are recorded on the student's permanent academic record, while Z's are not.

Incomplete Status. The grade of Incomplete (I) is given at the discretion of the instructor *only when unusual circumstances make it impossible for the student to complete the course work by the end of the term.* Students are responsible for arranging to complete such work. A grade of "I" must be changed to a letter grade by the specified deadline, usually the end of the second full week of regular classes of the following term.

However, a student on academic probation who receives an "I" must complete the course work and receive a regular letter grade at least 48 hours prior to registration for the subsequent academic term.

A grade of "I" automatically becomes an "F" if the student fails to satisfactorily make up incomplete work by the above deadlines.

Repeated Courses. A student may elect to repeat a course if the student has earned the grade of "F" or if the student has earned a D, D+ or C- and wishes to demonstrate mastery of the material.

If a D, D+ or C- was earned, the first grade will remain on the student's record and will be the only grade figured into the

student's cumulative grade-point average. No additional credit will be awarded.

If a student repeats a course in which an F was earned, both the F and the second grade will be figured into the student's cumulative grade-point average.

In either case, the course may be repeated only once, either at Queens or at another accredited institution with the prior approval of the vice president for academic affairs.

No more than two courses in the student's major field may be repeated. All entries remain a part of the student's permanent academic record, and regular tuition and fees are charged for repeated courses.

AUDITING COURSES. *With the written consent of the vice president for academic affairs and the course instructor,* a student may audit a course. Audit courses receive no credit, but do appear on college transcripts. Students must designate audit courses at registration. Drop/Add and Withdrawal procedures apply to audit courses. Auditors are expected to attend classes regularly. Students who wish to audit a course must have been admitted to the college. There is no reduction in tuition for auditing a course.

DEAN'S LIST. Each fall, a New College Dean's List is compiled naming those New College degree candidates who qualified during the previous academic year. For this purpose the year begins in the summer and continues through fall and concludes with the spring term. Degree candidates who have no outstanding incompletes and who have completed, during this time period, a minimum of 12 hours of college-level credit on a graded basis with a grade-point average of 3.500 or better in the hours during this time period, are eligible for the New College Dean's List.

HONORS AT GRADUATION. Summa cum laude, magna cum laude and cum laude honors are awarded by the college for academic excellence to students who have earned 60 or more semester hours at Queens College. Summa cum laude is awarded to students who have a grade-point average of 3.850; magna cum laude is awarded to students who have a grade-point average of 3.650; and cum laude to students who have a grade-point average of 3.500. The grade-point average will be determined by work taken at Queens.

GRADUATION DECLARATION. It is the responsibility of each New College degree candidate to file notice of intent to graduate with the registrar at least one year prior to the anticipated completion of all degree requirements. Students who plan to graduate in December 1994 should have filed notice by December 1, 1993. Students who plan to graduate in May 1995 should have filed notice by May 1, 1994. Students who plan to graduate in August 1995 should have filed notice by August 1, 1994.

ELIGIBILITY TO REPRESENT THE COLLEGE. Students on academic probation and students who are suspended from a class or from the college are not eligible to represent the college in off-campus extracurricular activities, to participate in varsity athletics, to hold campus office or to run for campus office until the probation or sanction is lifted.

COURSES TAKEN AT OTHER INSTITUTIONS. Normally, Queens students may take courses at another accredited institution for credit at Queens provided that these courses are equivalent to or supplemental to those offered at Queens.

In order to receive credit for such transferred courses, students (1) must secure the *prior permission* of the appropriate department and division chairs and the vice president for academic affairs, (2) must earn a grade of C or better in each course, and (3) must have the other institution send an official record of the work to the registrar.

A student's cumulative grade-point average is not affected by course credit earned at another institution.

STUDENT QUALIFICATIONS. The faculty has established standards of satisfactory academic progress which are administered by its Student Qualifications Committee. At the end of Term I, Term II and Summer Term, this committee reviews the academic record of each student in academic difficulty.

Academic Probation. Degree candidates who have attempted nine or more credit hours at Queens will be placed on academic probation when their cumulative grade-point average falls below the following levels:

Class Standing	*Credit Hours*	*Minimum GPA*
Freshman	0-12	1.500
	13-23	1.800
Sophomore	24-37	1.800
	38-51	1.900
Junior	52-70	1.900
	71-89	2.000
Senior	90 or more	2.000

A special student who has attempted nine semester hours of work at Queens will be reviewed for probationary consideration if a cumulative average of 2.000 is not maintained.

After students have been placed on probation they will be reviewed by the Student Qualifications Committee in increments of nine semester hours of work attempted.

Academic Dismissal. The Student Qualifications Committee will review the record of each student on academic probation after the student has attempted nine credit hours. A student will be eligible for academic dismissal unless he or she has either raised the cumulative average to the minimum standard commensurate

with class status, or earned a term grade-point average of 2.000 in the previous term.

Students have the right to present a written appeal concerning academic dismissal to the Student Qualifications Committee. The decision of the committee concerning such appeals is final.

Re-admission. Students dismissed from the college for academic reasons may apply for readmission only after completing nine semester hours or the equivalent at another accredited institution with consecutive grades of at least 2.000 in each course. To apply, students must submit a readmission application (available from the Office of Admissions) to the Student Qualifications Committee, along with transcripts for all academic work attempted and a personal statement concerning the student's goals and accomplishments since leaving Queens. A student readmitted to the college is normally placed on academic probation for the first term, and is readmitted under the catalog in effect at the time of readmission.

WITHDRAWAL FROM THE COLLEGE. Students who wish to withdraw from the college during the term or who do not plan to return for the subsequent term should formally withdraw through the Office of Academic Affairs. Students who simply stop attending classes without proper notification will be assigned the grade of F in all courses in progress.

Administrative Withdrawal From the College. Any student who is not registered for two consecutive terms, including the summer term, will be administratively withdrawn from the college and must apply for readmission in order to register again.

The college reserves the right to require at any time the withdrawal of any student whose conduct or academic work is not considered satisfactory.

RECORDS OF PROGRESS. The college maintains records of progress on both veteran and non-veteran students. Progress records are furnished to all students at the end of each scheduled academic term.

The Academic Program

Queens College offers programs in the New College leading to the Bachelor of Arts degree, the Bachelor of Science degree, and the Bachelor of Science in Nursing degree. While these programs differ from each other in significant ways, each is rooted in the tradition of liberal education and each provides students with an integrated and coherent program of study including the skills, competencies and knowledge necessary for a meaningful and successful life.

DEGREE REQUIREMENTS. Students must fulfill the degree requirements set forth in the catalog which is current when they register for their first course as a degree candidate in New College.

Students may work toward two degrees simultaneously provided that they earn different majors within the degrees and that they earn, at Queens, at least 30 additional hours beyond the 120 hours required for a single degree.

All students must meet the following degree requirements:

(1) A minimum of 120 semester hours must be completed to earn a bachelor's degree.
(2) A cumulative grade-point average of 2.000 must be achieved for all courses taken at Queens and for all courses in the major.
(3) The proficiency and foundational courses must be passed.
(4) The requirements for any one major must be completed. At least 50 percent of the major must be completed at Queens.
(5) At least 36 semester hours must be taken at the 300-400 level.
(6) The Queens College residency requirements must be met.

Assessment requirement. Students are required to participate in a program of evaluation and assessment administered by the college to measure the effectiveness of a Queens education. This program may include both objective and reflective measurements offered from time to time during the student's years at the college. All students majoring in an area for which there is an appropriate standardized field achievement test must take the test in their senior year prior to graduation.

Residency Requirements. Every candidate for a baccalaureate degree at Queens New College must complete at least 45 of the minimum 120 semester hours required for graduation at Queens College, and at least 30 hours in New College. (Only students who complete at least 60 hours at Queens are eligible for graduation with honors.) The last 30 hours must be completed at Queens or in a Queens-approved program. No more than 60 credit hours transferred from two-year institutions may be applied to the minimum 120 hours required for graduation.

Residency Requirement for Second Degree Candidates. The residency requirement will be reduced from 45 to 30 credit hours for students who already hold an undergraduate baccalaureate from Queens College or another accredited institution and are seeking a second degree.

Proficiency and Foundational Courses. The proficiency courses in New College at Queens insure competency in writing skills and mathematics. The foundational courses allow each student to develop a program of study which will be widely representative of the liberal arts, and on which study in depth in a particular major may be built. Successful completion of these courses is required of all degree candidates in New College.

Proficiency Requirements. All students are required to complete ENGL 101 and ENGL 102 in their first two semesters at Queens

College, and to earn a minimum of three credit hours of college level mathematics, or place into Calculus I.

Foundational Requirements. All of the following foundational courses, except the laboratory science course, must be completed before taking any 300-level Liberal Learning courses. The laboratory science course must also be completed before taking LLRN 302.

Three credit hours in history, philosophy or religion are required.

Three credit hours in sociology or psychology are required.

Three credit hours in art history or music history are required.

Three credit hours in literature are required.

Four credit hours in an approved laboratory science are required.

Liberal Learning Requirement. The Liberal Learning Courses are interactive experiences utilizing interdisciplinary approaches, and emphasize connections of the present with the past, and of public life with private life. They also emphasize writing skills and ethical issues confronted in daily living.

All New College graduates are required to complete the following four Liberal Learning courses at Queens:

LLRN 300 The American Experience
LLRN 302 Contemporary Issues in Science
LLRN 400 The Politics of Economics
LLRN 402 Topics in Global Issues, *or* LLRN 403 Special Studies in Foreign Cultures

Completion of a foreign language through the 202 level, or placement into the third year of a language, will be accepted as a substitute for LLRN 403.

BACHELOR OF ARTS. A major for the Bachelor of Arts degree shall consist of no fewer than 30 credit hours. The majors leading to the Bachelor of Arts degree include accounting, business administration, communications, computer information systems, English, history and psychology.

BACHELOR OF SCIENCE. The major in radiologic technology leads to the Bachelor of Science degree. All proficiency and foundational requirements must be completed, and all other degree requirements met.

BACHELOR OF SCIENCE IN NURSING. Candidates for the Bachelor of Science in Nursing degree are required to meet all college requirements for graduation as well as the requirements for the nursing major. Applicants who have been accepted to the college must also apply to the Division of Nursing for acceptance into the nursing major after meeting specified prerequisites. Students are encouraged to declare their interest in nursing by the end of the freshman year. Provision is made for those persons, such as registered

nurses, who may wish to transfer into this program or apply for advanced standing. Information concerning the nursing program is available directly from the Division of Nursing.

MAJOR PROGRAM. In addition to completing the Proficiency, Foundational and Liberal Learning Requirements, each student must complete a major. The purpose of a major is to give the student an opportunity to achieve an appropriate level of mastery in a field of study. The requirements for each major are described below. A student may not double major in majors that lead to different degrees.

THE MINOR PROGRAM. An undergraduate program of study may include one or two minors in a department or departments other than the major. The minor consists of a minimum number of hours and a prescribed program of courses described in detail under each discipline offering a minor. Minor programs must be approved by the faculty advisor and the department concerned.

ELECTIVE COURSES. In consultation with the advisor, a student chooses elective courses to complete the number of hours required for graduation. Electives offer the student the opportunity to augment the major field of study with collateral areas of knowledge or to explore areas or skills quite distinct from the major.

INDEPENDENT STUDIES AND DIRECTED READINGS. A mature and academically sound student may, under the direction of a member of the faculty and with the approval of the academic advisor, undertake directed readings or an independent study of a topic of interest to the student and germane to the student's program of study. This study may take one of several forms, including projects, individual research or directed reading. To register for an Independent Study or Directed Reading course, the student must submit a course proposal form to the Office of Academic Affairs two months prior to the beginning of the term in which the student wishes to register. To initiate an independent study students should first confer with the chairman of their major department.

Major Requirements

BUSINESS ADMINISTRATION. The McColl School of Business offers courses that emphasize the concepts and skills needed to understand business practices, organizations and managerial responsibilities. The McColl School offers three majors: accounting, business administration and computer information systems. All lead to the Bachelor of Arts degree.

Concentrations. Majors in the McColl School may use their electives to earn concentrations in the areas of marketing or computer information systems. Computer Information Systems majors may not also earn a concentration in computer information systems.

Minors. Majors outside the McColl School can complete a minor in business administration or accounting.

Double Majors. Business majors may *not* double major in accounting or computer information systems. Accounting majors *may* double major in computer information systems.

Accounting Major. A major in accounting prepares students to enter careers in accounting. To earn a B.A. degree with a major in accounting, a student must take at least 36 credit hours in business administration courses, 18 of which must be upper division work on this campus. Accounting majors also are required to complete a minimum of 48 hours of courses from outside the Business Department.

Requirements for the major in accounting are:
MATH 105 Finite Mathematics
MATH 206 Statistical Methods
ECON 203 Macroeconomics
ECON 204 Microeconomics
BCIS 110 Fundamentals of Microcomputers
BUSN 207 Financial Accounting I
BUSN 208 Financial Accounting II
BUSN 305 Business Law I
BUSN 315 Business Law II
BUSN 307 Intermediate Accounting I
BUSN 308 Intermediate Accounting II
BUSN 311 Cost Accounting
BUSN 313 Auditing
BUSN 316 Federal Taxation
BUSN 317 Advanced Accounting
BUSN 320 Business Ethics
BUSN 324 Report Formulation
BUSN 333 Principles of Management
BUSN 340 Marketing
BUSN 360 Corporate Finance
BUSN 485 Business Policy

Accounting Minor. Requirements for the minor in accounting are:
BUSN 207, 208 Financial Accounting I and II
BUSN 307, 308 Intermediate Accounting I and II
BUSN 311 Cost Accounting
BUSN 316 Federal Taxation

Business Administration Major. A major in business administration prepares the student to understand the functional areas of business, human relations in organizations and strategic policy making issues. To earn a B.A. degree with a major in business administration, a student must take at least 36 credit hours in business administration courses, 18 of which must be upper division work on this campus. Business administration

majors are also required to complete a minimum of 48 hours of courses from outside the Business Division.

Requirements for the major in business administration are:

MATH 105 Finite Mathematics
MATH 206 Statistical Methods
ECON 203 Macroeconomics
ECON 204 Microeconomics
BCIS 110 Fundamentals of Microcomputers
BUSN 207 Financial Accounting I
BUSN 208 Financial Accounting II
BUSN 305 Business Law I
BUSN 320 Business Ethics
BUSN 324 Report Formulation
BUSN 333 Principles of Management
BUSN 340 Marketing
BUSN 360 Corporate Finance
BUSN 485 Business Policy
Plus six hours of 300-400 level electives in business or economics. Business majors who also complete a concentration in Marketing or Computer Information Systems may use those courses to meet the business major's elective requirements.

Business Administration Minor. Requirements for the minor in business administration are:

ECON 203 Macroeconomics
ECON 204 Microeconomics
BUSN 208, 208 Financial Accounting I and II
BUSN 305 Business Law I
BUSN 340 Marketing
BUSN 360 Corporate Finance

Computer Information Systems Major. A major in computer information systems provides the student with a broad liberal education to understand the relationship between the technical and non-technical aspects of business. The major is designed and offered to develop the professional skills and capabilities that enable students to pursue careers in computerized information systems in large and small businesses in both the public and private sectors of our economy. It is a major designed for the student who wishes to combine computer knowledge, both mainframe and microcomputer, with extensive substantive course work in business and related areas.

To earn a B.A. degree with a major in computer information systems, a student must complete a minimum of 18 hours of upper division courses on this campus. Computer information systems majors are also required to complete a minimum of 48 hours of courses from outside the Business Division.

Requirements for the major in Computer Information Systems are:

MATH 105 Finite Mathematics
MATH 206 Statistical Methods
ECON 203 Macroeconomics
ECON 204 Microeconomics
BUSN 207 Financial Accounting I
BUSN 208 Financial Accounting II
BUSN 305 Business Law I
BUSN 320 Business Ethics
BUSN 324 Report Formulation
BUSN 333 Principles of Management
BUSN 340 Marketing
BUSN 360 Corporate Finance
BUSN 485 Business Policy
BCIS 105 Introduction to Information Systems
BCIS 110 Fundamentals of Microcomputers
BCIS 240 Business Applications Programming I
BCIS 250 Business Applications Programming II
BCIS 350 Database Business Applications
BCIS 480 Systems Analysis, Design and Implementation
BCIS 480 Current Issues in Computer Information Systems

Concentrations.

The concentrations in marketing and computer information systems offer majors in the McColl School an opportunity to focus their electives and learn additional skills. Students seeking a concentration must complete all core requirements for one of the business majors (business administration, accounting or computer information systems). Computer information systems majors may not also earn a concentration in computer information systems.

Marketing Concentration. Requirements include:

BUSN 340 Principles of Marketing
BUSN 452 Marketing Management
BUSN 453 Marketing Research

Plus two courses chosen from:

BUSN 351 Consumer Behavior
BUSN 353 Promotion Management (or COMM 341)
BUSN 420 International Business
BUSN 441 Retail Strategy and Management

Computer Information Systems Concentration. Requirements include:

BCIS 105 Introduction to Information Systems
BCIS 240 Business Applications Programming I
BCIS 250 Business Applications Programming II
BCIS 350 Database Management

COMMUNICATIONS. This major is designed for the student who wishes to pursue a communications career in corporate or non-profit

organizations. Students take course work in applied communications and through application, they improve their communications skills. With related work in mass communication, the social sciences, English and business administration, this major equips the student to pursue a broad range of careers in the communications field. The student is encouraged to complete basic courses in the functional areas of business as well. The combination of an understanding of business and economics with the ability to write is a powerful one.

Communications Major. A major in communications leads to a Bachelor of Arts degree. Requirements for the Communications major include a core of 24 credit hours as follows:

COMM 110 Introduction to Mass Communications
COMM 200 Public Speaking
COMM 207 Nonfiction Writing
COMM 306 Introduction to Creative Writing
COMM 415 Media Ethics
ENGL 301, 302 Literary History of England I and II
ENGL 330 Survey of American Literature

Plus, a concentration in corporate communications consisting of:

COMM 341 Advertising
COMM 342 Public Relations

And three additional courses chosen from the following:

BUSN 324 Report Formulation
BUSN 340 Marketing
BUSN 351 Consumer Behavior
BUSN 421 Organizational Behavior
BUSN 453 Marketing Research

Communications Minor. Requirements include:

COMM 110 Introduction to Mass Communications
COMM 207 Nonfiction Writing
COMM 415 Media Ethics
ENGL 201 Introduction to Literature

Plus two additional communications courses at the 300-400 level for a total of 18 hours.

ENGLISH. Courses in the department include composition, literature, speech, film, dramatic arts and communications. Students are encouraged to take courses in all these areas, but courses in speech, film, dramatic arts and communications do not count (unless specified) towards a regular major in English. Initial courses train the student to perceive and evaluate the form, structure and inner dynamics of any literary work. Advanced courses focus on specialized areas and are designed to give the student an awareness of ways in which other disciplines can contribute to a fuller understanding of literature.

English Major. Requirements include:

ENGL 201 Introduction to Literature
ENGL 301 Literary History of England I

ENGL 302 Literary History of England II
ENGL 330 Survey of American Literature
ENGL 460 Studies in Literature and Criticism

Plus any two of the following:

ENGL 309 Chaucer and Medieval Literature
ENGL 313 Shakespeare
ENGL 318 The Seventeenth Century

Plus any three of the following, one of which must be selected in American literature:

ENGL 322 The Romantics
ENGL 325 The Novel
ENGL 326 Modern British Literature
ENGL 327 Modern Drama
ENGL 328 Modern American Literature
ENGL 350 Contemporary Literature

Plus any two additional upper-level English courses, for a total of 36 hours.

English Minor. Requirements include:

ENGL 201 Introduction to Literature
ENGL 301 Literary History of England I
ENGL 302 Literary History of England II

Plus 12 additional hours, nine of which must be at the 300 level or above. ENGL 460 is recommended.

HISTORY. History, drawing upon nearly all fields of knowledge, helps provide a deeper understanding and perspective of the forces which influence individuals and the world around them. It trains one in the skills of research, analysis and written interpretations. A concentration in history is an excellent general foundation for many occupations, professional careers and graduate study. It provides opportunities for careers in teaching, policy research in government and business, archives and records management, law, politics and foreign service. Queens College is a member of the Institute of Applied History.

History Major. The major in history leads to a Bachelor of Arts degree. A minimum of 33 hours in history is required. Courses required for the major in history are:

HIST 201 Western Civilization to 1650
HIST 202 Western Civilization since 1650
HIST 203 The United States to 1877
HIST 204 The United States since 1877
HIST 300 Research Techniques in History/Public History
One upper-level course in United States history and one upper-level course in European history.

Plus one of the following:

HIST 361 Ideas and Values in Conflict in History
HIST 395 Intellectual History of the United States
HIST 399 Forces of Change

HIST 490 The Historical Approach

Plus three additional upper-level history courses.

Additionally, each student must select nine hours outside the History Department which must be approved by the department and which will serve to broaden and enrich the program of study.

History Minor. The requirements for the minor in history are a total of 21 credit hours to include:

HIST 201 Western Civilization to 1650
HIST 202 Western Civilization since 1650
HIST 203 The United States to 1877
HIST 204 The United States since 1877
One 300-level course in European history, one 300-level course in United States history and one other upper-level history or public history course.

NURSING. The James D. Vail III Bachelor of Science of Nursing program is a National League for Nursing accredited, four-year baccalaureate degree program which provides opportunities for the development of the professional nurse through courses in liberal learning; social, behavioral, and natural sciences; fine arts; and nursing.

Nursing content is founded on self-care theory. High priority is given to academic excellence and clinical experience. Major emphasis is placed on clinical nursing practice in combination with classroom and laboratory instruction. Selected clinical experiences begin in the second year of the program and progress throughout the program.

Students with a variety of backgrounds may be accommodated within the program. Students pursuing nursing for the first time, those with some nursing background and those licensed to practice nursing (RNs) may enter the Bachelor of Science in Nursing program.

The program provides an atmosphere in which the individual can develop a personal and professional value system. Pre-licensure graduates are eligible to take the National Council Licensure Examination for Registered Nursing (NCLEX-RN). All graduates are prepared to practice professional nursing in a variety of settings and specialties. The curriculum prepares students for graduate study in nursing.

Admission to the Major. Admission to Queens College does not guarantee admission to the nursing major. Students apply to the major at the end of the sophomore year or, in the case of RNs, before beginning 400-level nursing courses. Acceptance to the nursing major is competitive and selective. Acceptance is based on a Queens cumulative and prerequisite course GPA of 2.500, at least a C- in the theory and lab components of prerequisite courses and other requirements listed below.

All students must make formal application to the nursing program during or following the semester in which all required prerequisite courses are completed. Application requirements include:

1. Completed application and application fee
2. Recommendations
3. Proof of professional liability insurance
5. Proof of hospital insurance
6. Proof of current CPR certification

Specific guidelines for the application process are available through the Division of Nursing.

Acceptance into the nursing major must be obtained prior to the 300-level nursing courses for pre-licensure students and prior to the 400 level nursing courses for the RN student. The Nursing Student Qualifications Committee (NSQC) reviews applications at specified times during the year and notifies students of committee decisions in a timely manner.

Degree Requirements. Candidates for the Bachelor of Science in Nursing degree are required to fulfill all New College graduation requirements as well as the requirements for the nursing major. Any request for exceptions to the outlined nursing major requirements are to be sent in writing to the chair of the NSQC. Requirements include:

Prerequisite Courses	
BIO 111 with lab	Human Anatomy
BIO 112 with lab	Human Physiology
BIO 120	Introduction to Medical Microbiology
CHEM 101 with lab	General Chemistry I
CHEM 102 with lab	General Chemistry II
PSYC 201	Introduction to Psychology
PSYC 304	Abnormal Psychology
NURS 201	Introduction to Nursing (pre-licensure students only)
NURS 202	Health Assessment
NURS 203	Designing Nursing Systems
NURS 204	Pharmacology
NURS 205	Nutrition
Additional Required Courses	
MATH 206	Statistical Methods
PSYC 320	Developmental Psychology
Nursing Courses	
NURS 300	Nursing: A Practice Discipline (RN students only)
NURS 302	Adult Nursing
NURS 307	Mental Health Nursing
NURS 314	Parent-Child Nursing
NURS 400	Nursing Research I
NURS 401	Management in Nursing
NURS 402	Community Health Nursing
NURS 450	Nursing Research II

NURS 451	Complex Nursing Situations
NURS 452	Nursing Perspectives

In order to graduate with a degree in nursing, a student must earn at least a C- in all the prerequisite, additional required and nursing courses listed above.

Information for Registered Nurses. The nursing major at Queens offers a curriculum designed to accommodate career advancement and the diverse learning needs of registered nurses (RNs). The length of the program will depend upon prior academic preparation and individual scheduling. As with pre-licensure students, all RNs must make formal application to the nursing major after being accepted into Queens College. In addition to meeting the same application requirements of pre-licensure students, RN requirements include:

1. Proof of North Carolina Registered Nurse Licensure
2. Successful completion of the three National League for Nursing Profile II exams (which validate 28 semester hours credit for basic nursing education)
3. Successful completion or validation of NURS 204 Pharmacology and NURS 205 Nutrition and
4. Completion of NURS 300 Nursing: A Practice Discipline.

Specific guidelines for the application process are available through the Division of Nursing.

PSYCHOLOGY. The department emphasizes the development of an understanding of factors important in determining behavior. Introductory courses present basic psychological principles; upper-level courses provide opportunities for further work in areas of special interest. Independent study allows the student to design and carry out original research.

A major in psychology provides a basis for graduate study in areas of psychology, education, social sciences, social work and law as well as a foundation for careers in personnel, social work, mental health and similar areas.

Psychology Major. Requirements for a major in psychology are:

PSYC 201	General Psychology
PSYC 303	Social Psychology
PSYC 306	Experimental Methods in Psychology
PSYC 306L	Laboratory in Experimental Psychology
PSYC 314	Psychology of Learning
PSYC 400	Advanced General Psychology I
PSYC 401	Advanced General Psychology II
MATH 206	Statistical Methods
BCIS 110	Fundamentals of Microcomputers

Plus at least 16 additional hours in the department as approved by the academic advisor. BIOL 112 and PHIL 203 are recommended. Psychology majors must take a sociology course to meet their Foundational Requirement.

Psychology Minor. A student planning on minoring in psychology should check with a departmental member. Requirements for a minor in psychology are:

PSYC 201 General Psychology

Plus one course chosen from:

PSYC 302 Psychology of Personality
PSYC 303 Social Psychology
PSYC 304 Abnormal Psychology

Plus one course chosen from:

PSYC 311 Psychological Tests
PSYC 312 Sensation and Perception
PSYC 412 Physiological Psychology

Plus three additional courses (nine hours) from the entire departmental offerings.

RADIOLOGIC TECHNOLOGY. The Bachelor of Science degree with a major in radiologic technology will be granted upon successful completion of 90 credit hours of approved college work and certification in radiologic technology from any hospital school accredited by the American Registry of Radiologic Technologists and approved by the college. All New College degree requirements must be met.

Thirty semester-hours of credit are assigned to professional courses carried in the school of radiologic technology; these constitute the major. All of these 30 credit hours shall be considered equivalent to 300-400-level courses. A student may not be admitted to candidacy until certified by the American Registry of Radiologic Technologists.

Undergraduate Course Descriptions

COURSE LISTINGS. Course listings give general information concerning each area of study and the requirements for major programs in each discipline. These requirements should be carefully noted by students when deciding on a major.

COURSE NUMBERS. Credit earned in courses numbered below 101 may not be applied to any graduation requirements. In general, courses numbered 101-299 are primarily for freshmen and sophomores; those numbered 300-499 are primarily for juniors and seniors. In specific cases, however, the individual student's ability and background rather than class standing will determine the appropriate level of work.

Double numbers separated by a comma (e.g. 301, 302) indicate that the completion of both courses forms a desirable unit. Occasionally, the first course is a prerequisite to the second.

COURSE CHANGES. Queens College reserves the right to change the course offerings and instructors indicated in this catalog without prior notice to students. Every effort is made to help students affected by a course change by providing the opportunity for independent study or some other suitable arrangement.

Art

ART 101 Introduction to Art

Designed for the student with little or no art experience who wishes to gain understanding of the "language" of art (composition, line, space, color, etc.) and art's significance in human terms. Involves slide presentations and classroom discussions of art works within an historical context. 3 hrs. (Fall, Spring, Summer)

ART 215 Ancient to Early Renaissance Art

Survey of stylistic developments in architecture, sculpture, painting and the minor arts of the Mediterranean and European countries from prehistoric times to approximately 1500 A.D. 3 Hrs.

ART 216 High Renaissance Art to the Present Time

Survey of stylistic developments in architecture, sculpture, painting and the minor arts of Europe and America from approximately 1500 to the present. Prerequisite: ART 215 or permission of instructor. 3 Hrs.

ART 307 Art in the United States

Study of the architecture, sculpture, painting and minor arts of the Colonial period through the present, supplying courses in American social and political history. 3 Hrs.

Biology

BIOL 103 Principles of Biology

An introduction to the principles underlying the activities of living organisms; origin of life; molecular biology; cell structure and function; heredity. Laboratory emphasizes the scientific method. Three hours lecture and three hours laboratory a week. Lab fee $25. Prerequisite: High School Chemistry or CHEM 101. 4 Hrs.

BIOL 111 Human Anatomy

A study of the structure of the human body. 3 Hrs. (Fall)

BIOL 111 Human Anatomy Laboratory

Study of human osteology; dissection of the cat and other animal organs. Lab Fee $25. (BIOL 111 and 111L may not be counted toward major except for students in Music Therapy.) 1 Hr. (Fall)

BIOL 112 Human Physiology

A study of the functions of the human body. Laboratory study designed to demonstrate basic physiological principles. Three hours lecture and three hours laboratory a week. Lab fee $25. (May not be counted toward major.) 4 Hrs. (Spring)

Business Administration

BCIS 105 Introduction to Information Systems

This course is a survey of computer processes, hardware and software. It includes principles of computer information systems, computer languages, and the application and impact of computer information systems on business. 3 Hrs. (Fall, Spring)

BCIS 110 Fundamentals of Microcomputers

This course introduces the fundamentals of computing processes, including hardware and software. Business application topics include spreadsheet, database and word processing. Students who have taken CSCI 105 may not take BCIS 110 for credit. 3 Hrs. (Fall, Spring, Summer)

BCIS 240 Business Applications Programming I

This course provides instruction and practical experience in designing and writing COBOL programs using structures and methodologies to complete business application programs. Prerequisites: BCIS 105, 110 and sophomore standing or permission of the department. 3 Hrs. (Fall)

BCIS 250 Business Applications Programming II

This course provides instruction and practical experience in designing and writing COBOL programs for the batch and on-line

environments for sequential, indexed and direct file organization using structured methodologies. Prerequisites: BCIS 105, 110 and 240. 3 Hrs. (Spring)

BCIS 350 Database Business Applications

This course provides an introduction to the properties, logic, design, implementation and accessing of business data bases as contrasted with conventional data file creation and maintenance techniques. Prerequisites: BCIS 240 and junior standing, or permission of the department. 3 Hrs. (Fall)

BCIS 480 Systems Analysis, Design and Implementation

Developing systems to meet the need of an organization, training managers in design capabilities and limitations of information systems, beginning training for professional systems analyst and providing techniques for facilitating the implementation process. Prerequisites: BCIS 350. 3 Hrs. (Spring)

BCIS 490 Current Issues in Computer Information Systems

This is an advanced course dealing with relevant information systems issues. These may include such topics as data communications, advanced systems analysis, microcomputer applications and/or business software packages. Prerequisites: BCIS 350. 3 Hrs. (Spring)

BUSN 207 Financial Accounting I

An introduction to financial accounting principles. Topics to be covered include recording of transactions, preparation of various journals, posting of ledgers and preparation of income statements and balance sheets. 3 Hrs. (Fall, Spring, Summer)

BUSN 208 Financial Accounting II

An introduction to the theory, methods and uses of accounting information in solving business problems. Topics include accounting for partnerships, corporations and income taxes. Prerequisite: BUSN 207. 3 Hrs. (Fall, Spring, Summer)

BUSN 305 Business Law I

An introduction to law with an emphasis on the legal rights and duties of the individual engaged in business. Topics to be covered include contracts, sales, personal property and bailments. Prerequisite: Sophomore standing. 3 Hrs. (Fall, Summer)

BUSN 307 Intermediate Accounting I

A study of financial accounting theory along with generally accepted accounting principles. Topics include special problems of presentation in regard to cash, receivables, inventories, plant and equipment. Prerequisites: BUSN 207 and 208. 3 Hrs. (Fall)

BUSN 308 Intermediate Accounting II

A continuation of the study of financial accounting theory along with generally accepted accounting principles. Topics include special

problems of presentation in regard to liabilities, leases, pensions, equity, income taxes, earnings per share and changing prices. Prerequisite: BUSN 307. 3 Hrs. (Spring)

BUSN 311 Cost Accounting

A study of cost accounting systems including problems of cost determination. The course will emphasize the development of techniques for use in managerial decision making such as standard costs and budgeting. Other topics include cost-benefit analysis and capital budgeting. Prerequisites: BUSN 207 and 208. 3 Hrs. (Spring, Summer)

BUSN 313 Auditing

A study of auditing standards as they relate to internal, external and public sector auditing. Topics include auditing theory and ethics, responsibilities and legal liability, audit evidence, audit method and the audit report. Prerequisites: BUSN 307 and 308. 3 Hrs. (Fall)

BUSN 315 Business Law II

A continuation of the study of law as it impacts the individual engaged in business. Topics include agency, partnerships, corporations, real property and government regulation of business. Prerequisite: BUSN 305. 3 Hrs. (Spring)

BUSN 316 Federal Taxation

A comprehensive study of the federal tax system. Topics include income, deductions, credits and exclusions. Prerequisites: BUSN 207 and 208. 3 Hrs. (Fall)

BUSN 317 Advanced Accounting

An advanced study of financial accounting theory and application. Topics include external reporting, consolidations, partnerships, governmental accounting and fiduciary accounting. Prerequisites: BUSN 308. 3 Hrs. (Spring, Summer)

BUSN 320 Business Ethics

Analysis of business policies and practices with respect to their social impact; patterns of governmental regulations; political activities of trade associations and other special-interest groups; the relationship between public policy and the growth of corporate enterprise; and the social responsibilities of business management. 3 Hrs. (Fall)

BUSN 324 Report Formulation and Presentation

Basic techniques of business research; report preparation and presentation, both written and oral. Emphasis on organization and presentation, clarity, brevity, style and use of visual aids. 3 Hrs. (Spring, Summer)

BUSN 331 Personnel Administration

A study of the personnel function in the organization. Topics covered include job design, staffing, performance appraisal, training and development, compensation and collective bargaining. Current topics in the law (OSHA, Fair Employment Regulations, etc.) which affect the personnel function are considered. 3 Hrs.

BUSN 333 Principles of Management

A basic survey of management theory with emphasis on the functional and task requirements of management and behavioral considerations. Specific topics include the planning, organizing and controlling functions of management; contemporary models of organizational design; motivation and performance; and group behavior and influence processes. 3 Hrs. (Fall, Spring, Summer)

BUSN 340 Marketing

A study of the interrelationship between marketing functions and the other primary functions of firms or organizations. An analytical survey is made of the problems of product planning, pricing, promotion, channels of distribution and legislation affecting marketing activities as related to the satisfaction of the individual consumer and societal wants and needs. 3 Hrs. (Fall, Spring, Summer)

BUSN 341 Advertising

This course encompasses a full review of the development and execution of advertising campaigns. Aspects of consumer research, market analysis, media planning, creative strategy formulation, federal trade regulation and final production will be examined. Exploration of advertising agency operations and the client/agency relationship will be included. In-class projects and case analyses will provide practical experience in advertising strategy development and evaluation. Prerequisite: BUSN 340. 3 Hrs.

BUSN 342 Public Relations

An overview of public relations strategies and techniques for businesses and for nonprofit organizations. Emphasis on the identification of the various publics with which an institution interacts. Examines the various media appropriate for specific public relations communications. Prerequisite: BUSN 340. 3 Hrs. (Spring)

BUSN 351 Consumer Behavior

An overall view of some of the basic perspectives of consumer behavior. An interdisciplinary approach will be stressed including the fields of economics, psychology, sociology and anthropology, as related to marketing. Emphasis is placed on the fundamental processes of motivation, perception and learning, as well as analysis of individual and group influences as related to the marketing of goods and services. Prerequisite: BUSN 340. 3 Hrs. (Spring)

BUSN 353 Promotion Management

A study of the promotion activities of personal selling, advertising, public relations/publicity and sales promotion as part of overall marketing strategies and budgets. Prerequisite: BUSN 340. 3 Hrs. (Summer)

BUSN 360 Corporate Finance

Introduction to basic concepts, principles and analytical techniques of financial management. Emphasis on planning and managing assets. Topics include formulating financial objectives, short-term financial

analysis, financial forecasting and planning, current asset management, elementary capital budgeting and cost of capital, the nature of long-term sources of funds, analysis of risks in financial decisions involving alternative investment options, mergers and acquisitions, problems in valuation, dividend policy, financial leverage and determination of optimal capital structure. Prerequisites: BUSN 207 and 208, ECON 203 and 204 and MATH 206. 3 Hrs. (Fall, Spring, Summer)

BUSN 372 Personal Financial Management

A study of the management of personal and family affairs. This course examines income and expenditure planning, credit and borrowing, personal savings, taxes, insurance, social security, investing, and retirement and estate planning. 3 Hrs.

BUSN 420 International Business

Survey and analysis of similarities and differences in management and business practices in selected countries drawn from diverse parts of the world. Evaluation of socioeconomic, political, legal, educational, and cultural factors on managerial decision making and business practices in specific environments. Some use of case analysis. Prerequisites: ECON 203 and 204, BUSN 333 and 340. 3 Hrs. (Spring)

BUSN 421 Organizational Behavior

An examination of the behavioral aspects of organizations within our society. Specific topics include the interrelationships between the individual, informal and formal groups; group formation, cohesiveness, conformity, norms; interpersonal communications; conflict; authority, power and influence; leadership, motivation and performance. 3 Hrs.

BUSN 432 The Entrepreneurial Enterprise

A study of the characteristics which distinguish an entrepreneurial enterprise from the concepts of the small business and the large firm. Present and past case histories will be used to examine the risks and opportunities facing the entrepreneurial firm. The methods used to determine the feasibility of successfully establishing a company, and for developing a business plan for entrepreneurial ventures will be studied. Prerequisites: BUSN 333, 340 and 360, or permission of the instructor. 3 Hrs.

BUSN 441 Retail Strategy and Management

An examination of the basic functions, institutions and activities of retailing goods and services with an emphasis on development and implementation of business strategy and management. Includes evaluation and selection of target markets, design of merchandising plan and financial implications of strategy. Prerequisite: BUSN 340. 3 Hrs.

BUSN 452 Marketing Management

A study of the marketing strategies used by management under a variety of circumstances and within a variety of business and organizational settings. The case analysis method is utilized.

Prerequisite: BUSN 340. 3 Hrs. (Fall)

BUSN 453 Marketing Research

An introduction to the research and methods used in the marketing process. Areas given emphasis include sources of market data, sampling surveys, interpretation of data and the relationship of market research to the policies and functions of a business. Prerequisite: BUS 340 and MAT 206. 3 Hrs. (Spring)

BUSN 454 International Trade

A study of international payments, international economic theory, contemporary economic nationalism, international investment and currency problems and the commercial policies of foreign countries. Prerequisites: ECON 203 and 204. 3 Hrs.

BUSN 470 Principles of Investment

A study of the economic and investment environment as it relates to security investment decisions. Introduction to the concepts and techniques relevant to the formulation of investment objectives, strategies and policies for individual and institutional investors. An elementary treatment of portfolio theory and the capital asset pricing model. Prerequisites: BUSN 360. 3 Hrs.

BUSN 472 Seminar in Financial Management

In-depth treatment of advanced problems in managerial finance. Topics include working capital management, capital budgeting, cost of capital, valuation, dividend policy and long-term financial management. Extensive use of cases. Prerequisites: BUSN 360. 3 Hrs.

BUSN 485 Business Policy

Designed to develop analytical skills in strategy formulation and implementation and an integrated view of business operations. Provides a basic grasp of policy problems in a variety of business and governmental settings through the use of case studies. Prerequisites: All business major requirements. 3 Hrs. (Fall, Spring)

BUSN 492 Current Topics

Course designed to investigate and/or evaluate current topics or specialized areas of business. Course topic is to be announced the semester preceding the offering. Prerequisite: To be designated for each specific course offered. 3 Hrs.

BUSN 495 Independent Research/Study

A program of directed readings or a research project. Requires approval of the supervising professor, the division chairman and the vice president for academic affairs. Prerequisite: BUSN 485.
Open to senior business, accounting or computer information systems majors with a 3.000 GPA in the major. 1-3 Hrs.

Chemistry

CHEM 101 General Chemistry I

This course includes the structure of the atom; the structure of the nucleus and nuclear chemistry; the Periodic Table; chemical bonding; solids, liquids and gases; and stoichiometric relationships, the properties of solutions, colloidal systems, chemical equilibria and hydrocarbons. Three hours lecture a week. Designed primarily for non-science majors. CHEM 101 Lab must be taken also in order to fulfill the Foundational Requirement for a laboratory science. 3 Hrs. (Fall)

CHEM 101 Lab Introduction I

This laboratory introduces the student to elementary glass-working; general laboratory equipment and techniques, the principles of quantitative operations and qualitative analysis. Three hours laboratory a week. $25 lab fee. 1 Hr. (Fall)

CHEM 102 General Chemistry II

This course is an introduction to organic chemistry and biochemistry, including functional groups, reactions and synthesis. Three hours lecture a week. Designed primarily for the non-science major. CHEM 102 Lab must also be taken in order to satisfy the Foundational Requirement for a laboratory science. Prerequisites: CHEM 101 or permission of the instructor. $25 lab fee. 3 Hrs. (Spring)

CHEM 102 Lab Introduction II

The student in this laboratory is introduced to semi-micro, chromatography, elementary organic and biochemical techniques. Prerequisites: CHEM 101L or permission of the department. Three hours laboratory a week. $25 lab fee. 1 Hr. (Spring)

Communications

COMM 103 Voice and Diction

An analysis of each student's voice, articulation and pronunciation with the aim of identifying and correcting non-standard speech habits. Through use of the International Phonetic Alphabet and language laboratory equipment, concentration will be centered upon the perfection of vowels, diphthong and consonant sounds. Directed exercises will give the student practice in the improvement of voice and diction. Dialectical problems are analyzed and corrected. 3 Hrs.

COMM 110 Introduction to Mass Communications

An introduction to the major fields of communications (television, radio, film, newspapers, magazines, advertising and public relations) and to the importance of communications in modern American society. Some attention will be paid to the history of the media and to the

laws, pressure groups and regulatory agencies which influence them. 3 Hrs. (Spring, Summer)

COMM 200 Public Speaking

This course will develop students' ability to prepare and deliver an effective speech in a variety of formats. Rhetoric, logic, diction, body language and other necessities of speaking in public will be addressed. There will be ample opportunity for students to deliver speeches and critique each others' performances. 3 Hrs. (Fall, Summer)

COMM 207 Nonfiction writing

Expository writing based upon topics and readings to be assigned by the instructor. The student will be expected to write knowledgeable expository prose based upon thought, reading and research. Prerequisites: ENGL 101 and 102, or permission of the department. 3 Hrs. Students may elect this course as ENGL 207. (Fall)

COMM 213 History of Film

Introduction and historical analysis of the development of cinema; aesthetics and techniques, movements and genres, makers and performers. Film-viewing and optional film-making. 3 Hrs.

COMM 232 Film Criticism

Study of the nature of film as an art form with detailed discussion of individual films. An analysis of the backgrounds of film-making with some actual use of film equipment. Prerequisites: COMM 110 or permission of the department. 3 Hrs.

COMM 304 Advanced Writing for the Media

Advanced study of the techniques of writing for the media, with emphasis on the development of specialized skills and research techniques. Prerequisites: COMM 204 and 207. 3 Hrs.

COMM 306 Introduction to Creative Writing

This is a study of the principles of creative writing, with special attention to the various forms. This course will include study of the principles of writing, with special attention to observation and reflection, form and meaning, modern usage and effective expression. 3 Hrs. (Spring, Summer)

COMM 308 Advanced Creative Writing

Practice in writing and in criticism of the essay, short story and poem in view of a final piece of sustained, related work for students with interest in and aptitude for composition. Prerequisites: COMM 306 or permission of the department. 3 Hrs. Note: Students may elect this course as ENGL 308.

COMM 341 Advertising

An introduction to the concepts, methods and materials of advertising, this course will explore the techniques of preparing a finished campaign from the research stage through market analysis to lay out, design and final presentation to a prospective client. The

course will employ a case approach. A final project will be required. 3 Hrs. (Fall)

COMM 342 Public Relations

An introduction to public relations strategies for businesses and other organizations who must communicate with the public. The course will explore the media, methods and ethics of how an institution interacts with a variety of audiences. 3 Hrs. (Spring)

COMM 350 Independent Study in Communications

This course involves an independent investigation of a period in the history of mass communications or of the influence of mass media on contemporary culture or of a topic related to other particular facets of the study of mass communications: for example, journalism, television, radio, magazines, advertising or some aspect of American popular culture. Open to junior and senior majors with a 3.000 average in communications. Prerequisites: COMM 110, 415 and permission of the department. 3 Hrs.

COMM 360 Topics in Communications

Intensive consideration of a single topic in communications. The topic for the course will vary from term to term and may range from a consideration of the work of a single individual to study of a general movement. Open to majors and to others with the permission of the department. May be taken twice with different subtitles. 3 Hrs.

COMM 400 Communications Professional Internship

This course involves a period of work-study of some aspect of communications—a radio or television station, a newspaper office, an advertising agency, the editorial office of a magazine—as circumstances dictate. Each student will be evaluated by the supervising agency and will write a personal evaluation of the work experience. May be repeated for up to nine hours of credit. Open to junior and senior majors only. Prerequisites: COMM 110, 207, 415 and permission of the department. 3 Hrs.

COMM 415 Media Ethics

Analysis of media policies and practices with respect to their social impact; governmental regulation of the media; libel laws; pressure groups and their influence; the social responsibilities of media management; other ethical issues confronting persons in communications. Required of all senior majors. 3 Hrs. (Spring)

Economics

ECON 203 Principles of Macroeconomics

Introductory survey of aggregate economic principles; the scope and method of economics; business organizations; money and prices; national income theory; economic stabilization policies and international trade. 3 Hrs. (Fall, Summer)

ECON 204 Principles of Microeconomics

Survey of economic principles, dealing with specific components of the economy and their application to economic problems; basic demand and supply theory; the theory of production and income distribution; agriculture, government regulation and labor organizations. 3 Hrs. (Spring, Summer)

English

Prerequisites: ENGL 101, 102 and 201 are prerequisite to all English courses numbered 300 or above. Special consideration will be given, in certain cases, to non-English majors who desire to take courses numbered 300 or above.

ENGL 101 Communications Skills I

This course will emphasize the development of the student's critical standards and will stress the ability to use research techniques. Some reading will be done to provide thematic content to the course. 3 Hrs. (Fall, Spring, Summer)

ENGL 102 Communications Skills II

Course designed to help freshmen to write, read and speak clearly. Part of the semester will be devoted primarily to speech. The rest of the semester will be devoted to teaching the student how to organize and write an effective short essay. Reading and research material will be used to stimulate the student's critical insights and to provide thematic content. Prerequisite: ENGL 101. 3 Hrs. (Fall, Spring, Summer)

ENGL 201 Introduction to Literature

This course introduces the student to the study of lyric, dramatic and narrative genres through the classic texts of Greek and Latin literature. Focus will be on Homer, the Greek dramatists, Virgil, Ovid and the Latin lyrical poets. A major emphasis of the course will be on the classical mythology that informs so much of the literature of the western tradition. This course is prerequisite to all English courses numbered 300 and above, except in certain cases with approval of instructor. 3 Hrs. (Fall, Spring, Summer)

ENGL 301, 302 Literary History of England

Historical and critical exploration of the major periods, forms and attitudes of English literature from Beowulf to the present. Continuities and discontinuities of central developments of English literature will be discussed through texts. Literary examination and judgment as well as writing skills will be stressed. For sophomores and juniors; 301, 302 need not be taken before other 300 numbered courses, but can be taken simultaneously or later. 3 Hrs. (alt. Fall, Spring)

ENGL 303 Major Figures in World Drama: Ancient Greece to the Renaissance

Survey of dramatic literature from ancient Greece to the Renaissance with emphasis on the relationship of the plays to the physical circumstances of theatrical production and to the historical and cultural milieu of the period. 3 Hrs.

ENGL 304 Major Figures in World Drama: Renaissance to Modern

Survey of dramatic literature from the Renaissance to the time of Ibsen with emphasis on the relationship of the plays to the physical circumstances of theatrical production and to the historical and cultural milieu of the period. 3 Hrs.

ENGL 306 Introduction to Creative Writing

This is a study of principles of creative writing, with special attention to the various forms. The course will include study of principles of writing, with special attention to observation and reflection, form and meaning, modern usage and effective expression. 3 Hrs. (Spring, Summer) Note: Students may elect this course as COMM 306.

ENGL 308 Advanced Creative Writing

Practice in writing and in criticism of the essay, short story and poem in view of a final piece of sustained, related work, for students with interest and aptitude for composition. Prerequisite: ENGL 306. 3 Hrs. (Summer) Note: Students may elect this course as COMM 308.

ENGL 309 Chaucer and Medieval Literature

Readings in medieval English literature with emphasis on Chaucer, the Arthurian romance and the medieval drama. 3 Hrs. (alt. Fall)

ENGL 313 Shakespeare

Representative comedies, histories, tragedies and romances with emphasis on Shakespeare's development as a dramatic artist. 3 Hrs. (Spring)

ENGL 318 The Seventeenth Century

Study of poetry, drama and prose with emphasis on Jonson, Donne, the Metaphysicals and Milton. 3 Hrs. (alt. Fall)

ENGL 322 The Romantics

Representative major poetical works of early and late Romantic authors. Key prose documents in the rise and development of Romanticism will also be examined. 3 Hrs. (alt. Spring)

ENGL 325 The Novel

Development of the novel as a literary form using selected works of English fiction from the 18th century to present. 3 Hrs. (alt. Fall)

ENGL 326 Modern British Literature

Examination of British literature from the turn of the century to the 1950s. Emphasis on the works of Joyce, Yeats, Shaw and the Blooms-

bury Group. Central themes and technical innovations in 20th-century poetry, fiction and drama will be explored. 3 Hrs. (alt. Spring)

ENGL 327 Modern Drama

Study of world drama from the realism of Ibsen through naturalism, expressionism and symbolism to the current avant-garde theater. 3 Hrs. (alt. Fall)

ENGL 328 Modern American Literature

This course examines modern American literature from the turn of the century to the present. The emphasis will be on Eliot, Frost, Williams, Stevens, Faulkner, Hemingway, Ellison, Malamud, Oates, Cather and Morrison. 3 Hrs. (alt. Spring)

ENGL 330 Survey of American Literature

Provides an overview of the particular properties and the major movements of literature in the United States as seen in the works of selected writers from the colonial period to the present. This course serves as a prerequisite for all other courses in American literature offered by the department. Prerequisite: ENGL 201. 3 Hrs. (alt. Fall)

ENGL 333 Southern Literature

Study of the growth and development of the literature of the American South. The course will emphasize unique regional qualities of subject, theme and style. 3 Hrs.

ENGL 334 Studies in Linguistics

Studies of the main tenets of structural linguistics and transformational grammar with some attention to the relation between linguistic theories and older theories about language. 3 Hrs.

ENGL 335 Women in Literature

Organized around female stereotypes and archetypes, this study of images of women in literature makes use of reading selections from nineteenth and twentieth century authors illustrating both positive and negative views of women as wives, mothers, sex objects, seductress-goddesses, spinsters and liberated persons. 3 Hrs.

ENGL 336 Tragedy

Exploration of various possibilities of defining tragedy in terms of the protagonist, plot, an effect upon the audience, an attitude toward life or others. 3 Hrs.

ENGL 337 Comedy

This course examines the nature of comedy as a literary form from low farce to sophisticated high comedy in prose fiction, film and drama. Beginning with classic examples from Aristophanes, Shakespeare and Moliere, the course will focus finally on the contributions of such modern writers as Shaw, Neil Simon and Woody Allen. Attention will center upon comedy's manipulation of language, character, plot and traditional "lazzi" to accomplish its special cathartic purpose of keeping humanity close to sanity and balance. 3 Hrs.

ENGL 350 Contemporary Literature

This course provides an opportunity for examination of authors, genres and movements prominent on the literary scene since 1950. Topics will vary. May be repeated once with different topics. 3 Hrs.

ENGL 351 Special Studies in English Literature

Intensive consideration of a single problem in English literature. The topic for the course will vary from term to term and may range from a consideration of the work of a major writer to a study of a single genre or intellectual movement. May be taken twice with different subtitles. 3 Hrs.

ENGL 352 Special Studies in American Literature

Intensive consideration of a single problem in American literature. The topics for the course will vary from term to term and may range from a consideration of the work of a major writer to a study of a single genre or intellectual movement. May be taken twice with different subtitles. 3 Hrs.

ENGL 354 Special Studies in World Literature

Intensive consideration of a single problem in world literature. The topic for the course will vary from term to term and may range from a consideration of the work of a major writer to a study of a single genre or intellectual movement. Primarily intended for short-term courses. May be taken twice with different subtitles. 3 Hrs.

ENGL 449 Directed Readings in Composition or Literature

Independent investigation of a topic in composition or literature through a program of directed readings; oral examination conducted by the course supervisor and other members of the department upon invitation. Open to junior and senior English majors with a 3.0 average in English. 1, 2 or 3 Hrs.

ENGL 450 Independent Study in Composition or Literature

Independent investigation of a topic in composition or literature resulting in a research paper which is evaluated by two members of the department. Open to junior and senior English majors with a 3.0 average in English. 2, 3, 4 Hrs.

ENGL 460 Studies in Literature and Criticism

Students will read works of literature and interpret them in the light of modern critical essays and selected works by major authors. Seminar for seniors only. 3 Hrs. (alt. Spring)

Environmental Science

ENVR 101 Environmental Science

A study of some of the environmental issues confronting our modern society. Selected scientific principles are considered to the extent necessary for a basic understanding of environmental problems,

and some attention is given to the role of science and technology in the development and natural ecosystems, human population, food production, energy, transportation, water pollution and air pollution. Three hours lecture, two hours laboratory a week. Lab fee $25. 4 hrs. (Spring)

Foreign Language

FREN 101, 102 Elementary French

Presentation of the basic structure of the language, with emphasis on correct oral and written use of the language. 3 Hrs., 3 Hrs.

GERM 101, 102 Elementary German I and II

Presentation of the basic structure of the language, with emphasis on correct oral and written use of the language. 3 Hrs., 3 Hrs.

LANG 101, 102 Elementary Foreign Language

Fundamentals of grammar and phonetics, reading, writing and conversation. Specific languages can be offered based on demand and faculty interest. 3 Hrs., 3 Hrs.

SPAN 101, 102 Elementary Spanish

Presentation of basic grammatical structure with emphasis on correct oral and written use of the language; introduction to the Hispanic civilizations. 3 Hrs., 3 Hrs.

History

Prerequisites. HIST 201, 202, 203 or 204 may be prerequisite to upper-level history courses, or with permission of the instructor.

HIST 201 Western Civilization to 1650

A survey of the history of civilization from the ancient world to the European crises of the seventeenth century, with emphasis upon the political, social, cultural and intellectual development of Western civilization. 3 Hrs. (Fall)

HIST 202 Western Civilization Since 1650

A survey of the history of civilization from the end of the religious wars and the emergence of the great European powers to the crises of the twentieth century and nuclear age, with emphasis generally upon the political, social, cultural and intellectual development of Western civilization. 3 Hrs. (Spring)

HIST 203 The United States to 1877

Rise of an American tradition; establishment of a nation; economic and social developments; expansion and sectional controversy; war and reconstruction. 3 Hrs. (Fall)

HIST 204 The United States Since 1877

Settling the West; the triumph of business; reform movements and foreign affairs; the New Deal era; the Cold War era. 3 Hrs. (Spring)

HIST 300 Research Techniques in History/Public History

Course designed for majors and minors to provide training and practice in historical research with emphasis in working with such materials as court records, deeds, wills and census returns. There will be written and oral presentations of findings. Prerequisite: junior standing or permission of the instructor. 3 Hrs. (alt. Spring)

HIST 301 English History to 1688

A survey of English history from the Roman conquest to the Glorious Revolution, with emphasis on the Tudor and Stuart periods. Prerequisites: HIST 201 or permission of the instructor. 3 Hrs.

HIST 302 English History Since 1688

The age of aristocracy and the first empire; the struggle against revolutionary and Napoleonic France; the era of reform and high tide of imperialism; the democratic age and the storms of war. Prerequisite: HIST 202 or permission of the instructor. 3 Hrs.

HIST 307 History of Latin America

A survey of the forces and events which have shaped Latin American experience from the 16th century to the present. 3 Hrs.

HIST 315 Oral History

Examination of ways in which cultures were preserved in the past (folklore, work and protest songs, handicrafts, etc.) and the study of and practice in methodology of gathering and preserving historical information in oral form. 3 Hrs.

HIST 317 History of Russia

This is a survey of the Russian experience from 9th-century Kievan Russia to the Bolshevik Revolution of 1917. Prerequisite: Sophomore standing. 3 Hrs.

HIST 318 Soviet History

An investigation of the Soviet experience from 1917 to the present, this course studies the USSR both from a developmental and a thematic approach. Themes investigated include: Soviet foreign policy; Soviet domestic policies and institution; contemporary Soviet culture. Prerequisite: Sophomore standing. 3 Hrs.

HIST 319 Modern Germany

A survey of German history from 1618 to the present. Begins with the Thirty Years War, traces the evolution of the several German states, examines the process of unification led by Bismarck and analyzes the emergence and solution of the "German Problem" in the nineteenth and twentieth centuries. Prerequisite: HIST 202 or permission of the instructor. 3 Hrs.

HIST 321 Nazi Germany

An intensive examination of German National Socialism. This course considers topics such as the origins and nature of Fascism, the Second World War in Europe and the Holocaust. Prerequisites: HIST 202 or permission of the instructor. 3 Hrs.

HIST 323 The Renaissance and Reformation

An investigation of one of the most dramatic turning points in Western and World history, this course examines the cultural, economic, political and religious dimensions of the epochs known as the "renaissance" and the "reformation." The course will focus especially on the persons who lived in and shaped the period, including, for example, Christine de Pisan and Petrarch; Michelangelo, Leonardo da Vinci and Raphael; Casare and Lucretia Borgia; Michiavelli, Martin Luther, Calvin and Thomas More; Henry VIII, Shakespeare and Elizabeth I. Prerequisite: HIST 201 or permission of the instructor. 3 Hrs. May be taken as RELG 323.

HIST 325 American Foreign Policy

Major themes in the history of American diplomacy to 1945 with emphasis on their applications, modification and development in relation to America's increased responsibilities as a world power. Prerequisites: HIST 203 or 204 or permission of the instructor. 3 Hrs.

HIST 326 Contemporary American Foreign Policy

Analysis of the role of the United States in contemporary world politics; emphasis upon the nature of the foreign policy-making process and the rationale, content and impact of contemporary American international actions and policies. Prerequisites: HIST 204 or permission of instructor. 3 Hrs.

HIST 340 African-American History

This course concentrates on the history of African Americans from the colonial period to the present. It introduces students to the historical literature concerning the course of slavery in the United States, its abolition and aftermath, as well as the experience of free blacks in the North and South. It focuses on the institutionalization of segregation and African American efforts to achieve equality in an unequal system, culminating in the civil rights movement of the recent period. Cultural history -- art, literature and music -- are integral to the course, as is the experience of African American women. 3 Hrs.

HIST 343 The United States at War in Vietnam

A study of our longest war, the U.S. involvement in Vietnam (1950-1974). Special attention will be given to the critical period 1963-1973, which began with the toppling of the Ngo Dinh Diem regime and ended with the withdrawal of U.S. troops. The course will cover many facets of the conflict from a diversity of perspectives. Prerequisite: HIST 204. 3 Hrs.

HIST 345 Religion in America

This course will provide students with a survey of the most important movements, people and events in American religious history from the settlement of the colonies to the present. The course will examine Protestant, Roman Catholic and Jewish traditions, as well as important cults and religious alternatives outside the traditional

mainstream. Prerequisite: HIST 203 and 204 or permission of the instructor. 3 Hrs.

HIST 347 The Old South

This course traces the history of the South from the 1780s to 1865. In particular, it will study the social, economic, political, cultural, and religious history of the old South, with special attention to the plantation system, the institution of slavery, gender relations, the sectional crisis and the Civil War. Prerequisite: HIST 203 or permission of the instructor. 3 Hrs.

HIST 348 The New South

This course traces the history of the South from 1865 to the present. While political events from Reconstruction to the Civil Rights Movement frame the context, the course also examines the social and cultural context of the South through literature, art and music. It pays particular attention to the history of race, gender and labor issues that continue to occupy southerners today. It explores southern stereotypes and grapples with the question of regional difference and ideology. Prerequisite: HIST 204 or permission of the instructor.

HIST 349 The Civil War and Reconstruction

This course will examine the social, political, economic and cultural causes and consequences of the American Civil War and Reconstruction. The course will emphasize the African-American experience, the civilian experience, the common soldier's experience, the major military campaigns and politics. Text and readings for the course will include, but not be limited to, the work of Bruce Catton, Archer Jones, Kenneth Stampp and Michael Perman. Prerequisite: HIST 203 or 204 or permission of the instructor. 3 Hrs.

HIST 361 Ideas and Values in Conflict in History

A study of decisive intellectual and moral conflicts involving individualism, humanism, obscurantism, fundamentalism, racism, nationalism, totalitarianism, socialism, Nazism, Communism, materialism and fanaticism. Prerequisite: Junior standing or permission of the instructor. 3 Hrs.

HIST 376 The Lives and Times of Eminent Victorians

A study concentrating on the political, social, intellectual and cultural currents and developments in Victorian England. 3 Hrs.

HIST 386 European Social History

An investigation of European society from the 17th century to the present. This course focuses on the social history of the European experience and examines topics such as witchcraft, gender roles, social classes, economic development, leisure and "mentalities." Prerequisite: Sophomore standing. 3 Hrs.

HIST 387 European Political History, 1789-1914

An investigation of the conflicts, ideologies, structures, persons and events which have shaped European political life from the French Revolution to the First World War. Topics include the revolutions of

1789 and 1848; the rise of national, feminist and labor movements; ideological conflicts; and the growth of democratic societies. Prerequisite: HIST 202 or permission of the instructor. 3 Hrs.

HIST 388 European Political History, 1914-present

An investigation of the conflicts, ideologies, structures, persons and events which have shaped European political life from the First World War to the present. Topics include the two world wars; European national, feminist and labor movements; ideological conflicts; the emergence of the European Community; and the transformation of Central and Eastern Europe. Prerequisite: HIST 202 or permission of the instructor. 3 Hrs.

HIST 389 Topics in United States History

Topics are announced annually. Prerequisites: HIST 203 or 204 or permission of the instructor. 3 Hrs.

HIST 390 Individuals and Generations

A biographical approach to history through the study of individuals living in different chronological periods. Students will gain a vivid and concrete feel for these historical times and examine the interaction of external forces upon the attitudes and actions of individuals. 3 Hrs.

HIST 391 Topics in World History

Topics announced annually. Prerequisite: HIST 201 or 202 or permission of the instructor. 3 Hrs.

HIST 392 American Women

Derived from primary sources of women themselves, this study examines the central role of women in U.S. history. The study focuses on the period 1830 to the present, with particular attention given to race, region and class. 3 Hrs.

HIST 395 Intellectual History of the United States

A study of the intellectual tradition of the nation and the unique synthesis of ideas that has characterized American thought. Through examination of a cross-section of the works of major intellectual figures and exploration of the modes of thought of various generations, the course aims to provide students with deeper insights into the development of the "American" mind. Among topics under consideration are: the Puritan Mind, the American Enlightenment, ideas of the New Republic, the Mind of the South, individualism, pragmatism, conservatism and reform. Prerequisite: HIST 203 or 204. 3 Hrs.

HIST 396 Urban History

Study of the growth, development and changing character of major cities in the United States from colonial days to the present. Emphasis placed on the city's impact on the thought and life of the nation. Prerequisite: HIST 203 or 204 or permission of the instructor. 3 Hrs.

HIST 397 The United States: 1920 to 1945

The domestic history of the United States from 1920 to 1945; stress placed on diverse cultural and intellectual developments with special attention to the strain of social change and the subsequent responses of the institutions and movements. Prerequisite: HIST 204 or permission of the instructor. 3 Hrs.

HIST 398 The United States: 1945 to the Present

The domestic history of the United States during the post-World War II years; stress placed on the 1950s and 1960s and the intellectual, cultural and social ferment from that period to the present. Prerequisite: HIST 204 or 397 or permission of the instructor. 3 Hrs.

HIST 399 Forces of Change

An examination of various factors that act on individuals and society to produce change in the world. Climate, geography, economics, science and technology, global dynamics, culture, ideas, the individual and the masses, psychology, religion and philosophy are some of the factors that may be discussed, utilizing readings of Toynbee, Turner, Webb, Rostow, Marx, Mumford, Forrester, Spengler, Tolstoy, James and/or others. Prerequisite: Junior standing or permission of the instructor. 3 Hrs.

HIST 449 Directed Readings in History

Independent investigation of a topic through a program of directed readings. There will be an interpretive paper and oral examination conducted by department members. Open to majors with a B average in history after departmental approval of the topic. 1-3 Hrs.

HIST 450 Independent Study in History

Independent investigation of a topic through the writing of a research paper; oral examination conducted by department members. Open to majors with a B average in history after departmental approval of the topic or project. 1-3 Hrs.

HIST 490 The Historical Approach

This senior seminar investigates the methods, assumptions and philosophies of history by critically examining selected classics of the historical professions. Prerequisites: Junior standing or permission of the instructor. 3 Hrs.

HIST 499 Professional Internship in History

Designed to enable students to receive training in law and politics, public administration, government and foreign service, or other such career opportunities for which history provides a background. Grading is Pass/Fail. Open only to junior and senior majors with the permission of the department. To count toward the history major, at least 3 credit hours must be taken. 1-3 Hrs.

Interdisciplinary Studies

IDST 200 Interdisciplinary Studies

An interdisciplinary course examining a major contemporary issue, offered in response to student and faculty interest. Elective credit only. 3 Hrs.

IDST 300 Interdisciplinary Studies

An interdisciplinary course examining a major contemporary issue, offered in response to student and faculty interest. Elective credit only. 3 Hrs.

Liberal Learning

LLRN 300 The American Experience

This interdisciplinary course looks at American culture and society from different perspectives, among them literature, history, religion and the arts. Students will study selected topics to discover the impact of America's past on their present lives. Prerequisites: All proficiency and foundational courses required for the degree, or permission of the instructor. 3 hrs. (Fall)

LLRN 302 Contemporary Issues in Science

An in-depth study of selected topics provides the framework for an analysis of the impact of scientific and technological advances on society at large as well as on the individual. A case study approach is used. Students are expected to build on the technical knowledge acquired in the prerequisite laboratory science courses by assimilating information from various scientific disciplines and using this knowledge to construct arguments and make decisions. Ethical questions will be a substantive part of each topic. Prerequisite: one laboratory science chosen from BIOL 103, or CHEM 101 and 101L, or CHEM 111 and 111L, or ENVR 101, or PHYS 101. 3 Hrs. (Fall)

LLRN 400 Politics of Economics

This interdisciplinary course explores the connection between money and power in our world and its effect on the ways we live our lives. Students will develop an ethical basis from which to participate as responsible citizens. Prerequisites: All proficiency and foundational courses required for the degree or permission of the instructor. 3 hrs. (Spring)

LLRN 402 Topics in Global Issues

This interdisciplinary topics course introduces students to the international context in which they work and live. Students will consider the increasing interdependency of the world and how the consequences of our choices effect us all. Course may be repeated with different subtitles. Prerequisites: All proficiency and foundational courses required for the degree or permission of the instructor. 3 hrs. (Spring)

LLRN 403 Special Studies in Foreign Cultures
This interdisciplinary course will introduce students to the larger world around them and the international context in which they live by studying another culture in depth. Course may be repeated with different subtitles. Prerequisite: All proficiency and foundational courses required for the degree or permission of the instructor. 3 hrs.

Mathematics

MATH 099 Basic Mathematics
This is a developmental mathematics course including topics generally found in high school algebra II. Credit for this course may not be used towards graduation. 3 Hrs. (Fall, Spring, Summer)

MATH 104 Mathematical Ideas
This course will explore topics selected from number theory, probability theory, topology and set theory. In addition, such areas as logic, modern geometries, chaos theory and fractals may be addressed. Throughout, unifying concepts of investigation, conjecture, counter examples and applications will be stressed. 3 hrs. (Fall, Spring, Summer) NOTE: This course does not prepare the student for subsequent enrollment in statistics or calculus.

MATH 105 Finite Mathematics
Systems of equations, matrices, coordinate systems and graphs and an introduction to linear programming, stochastic matrices, the mathematics of finance, difference equations and mathematical models. All topics are applied to illustrate the uses of finite mathematics in other disciplines. Prerequisite: MATH 099 or satisfactory performance on the mathematics placement test. Students who have completed MATH 103 may not take MATH 105 for credit. 3 Hrs. (Fall, Spring, Summer)

MATH 111 Precalculus
Topics will include functions and their graphs, exponential and logarithmic functions, trigonometric functions, trigonometric equations, the theory of polynomials, systems of equations, sequences and analytic geometry. 3 Hrs.

MATH 206 Statistical Methods
An introduction to data analysis and statistical concepts. Interpretation and calculations for description of single variables and simple regression, basic probability, random variables, confidence intervals and tests of hypotheses. Computer software is introduced. Prerequisite: MATH 103, 104, 105 or a course above the 105 level. 3 Hrs. (Fall, Spring, Summer)

Music

MUSC 207 Music in America

A survey of music and musical practices in the United States from colonial times to the present, with particular emphasis on those inherent qualities which have permeated America's serious and popular music over the past three centuries.

PRIVATE INSTRUCTION. Provided for piano, organ, strings, voice, harp, guitar, or other instrument. The general aim of private instruction is development of all phases of performance: technique, style, musicianship, interpretation and repertoire. Instructors are assigned by the chairman of the department, and students usually remain with the same instructor throughout the course of study. Students registered for two credits per term receive 60 minutes of individual instruction; students registered for one credit per term receive 30 minutes of individual instruction. See fee schedule in section on costs.

MUSC 171, 181 Private Instruction in Applied Music

One hour of daily practice required. May be repeated for credit. 1 Hr., 1 Hr.

MUSC 172, 182 Private Instruction in Applied Music

Two hours of daily practice required. May be repeated for credit. 2 Hrs., 2 Hrs.

Nursing

NURS 201 Introduction to Nursing

This non-clinical course introduces the student to professional nursing. This practice discipline is examined using the Self-Care Deficit Theory of Nursing within the framework of the nursing process. Open to all majors. 3 Hrs.

NURS 202 Health Assessment

This course focuses on the development of the basic diagnostic technologies of assessment. Selected experiences with essentially healthy individuals enable students to integrate knowledge and skills of health assessment. Prerequisite/Corequisite: BIOL 111 or 112. 3 Hrs.

NURS 203 Designing Nursing Systems

This introductory clinical course focuses on the application of selected theoretical knowledge and regulatory technologies necessary to design nursing systems. Clinical experiences occur in a variety of settings. Lab Fee: $25. Prerequisite: NURS 201. Prerequisite/Corequisite: NURS 202. 4 Hrs.

NURS 204 Pharmacology

This foundational course focuses on classifications, physical actions, adverse effects and responses to medication therapy.

Prerequisite/Corequisite: BIOL 112 or permission of the instructor. 3 Hrs.

NURS 205 Nutrition

This course includes the basic principles of human nutrition as it applies to all life cycles stages with emphasis on nutrients and their utilization in the human body. Food patterns, availability, acceptability and safety are stressed as they relate to individuals and population groups. Open to all students. 3 Hrs.

NURS 260 Directed Study in Nursing

A clinical practicum and/or theoretical study of a nursing topic of interest to the student and the profession. Contract objectives will be developed in consultation with a nursing faculty who will serve as mentor for the project. Prerequisite: Pre-nursing or nursing major. May be repeated for credit. 1, 2 Hrs.

NURS 300 Nursing: A Practice Discipline

This non-clinical course focuses on the discipline of professional nursing. The Self-Care Deficit Theory of Nursing is explored in relationship to the nursing process. A foundation in health assessment is an integral part of this course. Prerequisite: Registered Nurse or permission of the instructor. 4 Hrs.

NURS 302 Adult Nursing

This clinical course focuses on the designing and implementing of nursing systems with adults experiencing health deviations. Clinical experiences occur in a variety of settings. Lab fee: $25. Prerequisite: Acceptance to the nursing major. 9 Hrs.

NURS 307 Mental Health Nursing

This clinical nursing course examines selected behavioral deviations through the life cycle. Clinical experiences occur in a variety of settings. Lab fee: $25. Prerequisite: Acceptance to the nursing major, PSYC 304. 4 Hrs.

NURS 314 Parent-Child Nursing

This clinical course focuses on the childbearing-childrearing family. Meeting the therapeutic self-care demands of the childbearing-childrearing families is the primary objective. Clinical practice occurs in a variety of settings. Lab fee: $25. Prerequisite: NURS 302. Prerequisite/Corequisite: PSYC 320. 9 Hrs.

NURS 360 Topics in Nursing

This course is designed to investigate a current topic or specialized area of nursing. The topics vary from term to term and provide the student an opportunity to study a topic that is not offered on a regular basis in the curriculum. Open to all Queens students. 3 Hrs.

NURS 400 Nursing Research I

In this writing intensive course, the student develops a written proposal which will be implemented in NURS 450. Prerequisite/Corequisite: MATH 206. 3 Hrs.

NURS 401 Management in Nursing

This survey course emphasis management theory in health care delivery. Planning, organizing, leading and controlling principles of management are related to nursing practice. Prerequisites: admission to the nursing major and all requisite 300 level nursing courses. 3 Hrs.

NURS 402 Community Health Nursing

This clinical course examines nursing as a part of the larger health care delivery system. Emphasis is on identification of health needs and promotion of self-care of families and groups. Clinical experiences occur in a variety of community agencies. Lab fee: $25. Prerequisite: All requisite 300 level nursing courses. 6 Hrs.

NURS 450 Nursing Research II

This course enhances knowledge of the research process through implementation of the proposal development in NURS 400. Prerequisite: NURS 400. 2 Hrs.

NURS 451 Complex Nursing Situations

This clinical course focuses on analysis and synthesis of concepts from nursing and the physical, social and behavioral sciences. The student refines, broadens and enhances nursing agency to expand the scope of professional nursing practice. Lab fee: $25. Prerequisites: NURS 401. 6 Hrs.

NURS 452 Nursing Perspectives

Current trends and issues in professional nursing are explored in depth. Projections of nursing for the future are made in light of historical bases and current trends. Prerequisite: Senior level nursing status. 2 Hrs.

NURS 460 Independent Study in Nursing

Independent investigation of a selected topic in nursing is accomplished through faculty mentorship. Directed readings culminate in a scholarly paper. May be repeated for credit. 1, 2 or 3 Hrs.

Philosophy

PHIL 203 Introduction to Philosophy

Introductory study of the perennial questions of philosophy and the various methods by which philosophy has tried to answer them. 3 Hrs.

PHIL 204 Introduction to Logic

A study of the major forms of reasoning -- deductive, inductive and explanatory -- used in everyday life, science and philosophy. Attention will be given to the use of logical techniques in problem-solving. 3 Hrs.

PHIL 207 Ethics

Study of the theories and writers in moral philosophy; practical questions considered in the context of major questions of good, duty right; consideration of problems in social ethics; and the critical analysis of contemporary moral problems. A student may not receive credit for both PHIL 207 and LLRN 410 without the prior approval of the department chair. 3 Hrs.

Political Science

POLS 100 Introduction to Political Science

An introduction to basic concepts describing political activity, to the language and different approaches used in political science, and to the subfields of the discipline with emphases upon comparative politics, international politics, empirical and normative political theory, public administration, and law and judicial behavior. 3 Hrs.

POLS 201 American Politics

Political institutions and behavior; introduction to the presidency, Congress and Supreme Court; political parties and pressure groups as actors in politics; and conservatism and liberalism as motivating philosophies. 3 Hrs.

Psychology

Prerequisite: Psychology 201 is prerequisite to all other psychology courses.

PSYC 201 General Psychology

Survey of the field of psychology emphasizing the results of scientific investigations in the area of behavior. 3 Hrs. (Fall, Spring, Summer)

PSYC 302 Psychology of Personality

Survey of selected theories of personality and principles of personality development. 3 Hrs. (Summer)

PSYC 303 Social Psychology

Study of the behavior of the individual in society, including attitude formation and measurement, interpersonal perception and the behavior of the individual in groups. 3 Hrs. (Fall)

PSYC 303 Experimental Social Psychology

Application of experimental methods to problems of social psychology such as attitude change, conformity and leadership. Special problems of research design and techniques peculiar to the area of social psychology are considered. Three hours laboratory per week. Prerequisite: PSYC 303. 1 Hr.

PSYC 304 Abnormal Psychology

A study of the deviant individual from both the dynamic and behavioral viewpoints. The diagnosis, etiology, treatment and prevention of maladaptive behavior are considered. 3 Hrs. (Spring)

PSYC 305 Introduction to Counseling

An introduction to various theories of behavior change, including dynamic, behavioral, cognitive, humanistic and existential approaches to therapy. Individual, group and family therapies will be discussed. Prerequisite: PSYC 201 and either PSYC 302 or 304. 3 Hrs. (alt. Fall)

PSYC 306 Experimental Methods of Psychology

Application of experimental methods to problems in perception, learning and social behavior. Principles of research, including experimental design, uses of apparatus, and procedural and statistical control are considered. This course must be taken concurrently with PSYC 306L. Prerequisite: MATH 206. 3 Hrs. (alt. Fall)

PSYC 306 Laboratory in Experimental Psychology

Study of techniques and procedures of psychological research and conducting of experiments in learning, perception, sensory processes, motivation and social behavior. Three hours laboratory per week. This course must be taken concurrently with PSYC 306. 1 Hr. (alt. Fall)

PSYC 308 The Exceptional Child

Study of the psychological problems of children who deviate from normative patterns of growth and development. Prerequisite: PSYC 320 or permission of the instructor. 3 Hrs.

PSYC 311 Psychological Tests

Introductory study of principles of test evaluation and interpretation and consideration of examples of the major types of psychological tests in reference to these principles. Prerequisite: MATH 206. 3 Hrs. (Spring)

PSYC 312 Sensation and Perception

This course is an introduction to the processes by which humans receive and interpret information from the environment. Sensory coding, information processing, perceptual development, perceptual illusions and psychophysical methods are among the topics discussed. 3 Hrs. (alt. Spring)

PSYC 314 Psychology of Learning

Survey of empirical findings on respondent and operant conditioning, and on human verbal learning with consideration of research methods and design; critical examination of historical and contemporary learning theory. 3 Hrs. (Spring)

PSYC 315 Laboratory in Conditioning and Learning

Conducting experiments in respondent and operant conditioning and in human verbal learning. Prerequisite/Corequisite: PSYC 314. Three hours laboratory per week. 1 Hr.

PSYC 316 Cognitive Psychology

Scientific study of mental processes involved in the acquisition, storage, retrieval and use of knowledge. This course covers theory

and research in cognitive psychology as applied to topics such as attention, memory, language and problem solving. 3 Hrs.

PSYC 320 Developmental Psychology

An introduction to developmental processes from conception to old age. The emphasis in the course will be on developmental principles, theoretical views and recent research. 3 Hrs. (Summer)

PSYC 352 Topics in Psychology

Intensive consideration of a problem in psychology. The topic for the course will vary from term to term. May be repeated with different subtitles. Prerequisites: Sophomore status or above. 3 Hrs.

PSYC 400 Advanced General Psychology I

A restudy and synthesis of basic psychological principles. Prerequisites: 21 hours of psychology courses and senior status. 2 Hrs. (alt. Fall)

PSYC 401 Advanced General Psychology II

Consideration of the major areas of psychology from classical positions through contemporary viewpoints. Prerequisite: PSYC 400. 3 Hrs. (alt. Spring)

PSYC 412 Physiological Psychology

Introduction to the nervous system and internal environment and their effect upon behavior. Normal and abnormal conditions discussed with respect to sensation, learning, emotion and motivation. 3 Hrs. (alt. Spring)

PSYC 421 Organizational Behavior

An examination of the behavioral aspects of organizations within our society. Specific topics include the interrelationships between individual and informal and formal groups; group formation, cohesiveness, conformity, norms and interpersonal communications; conflict; authority, power and influence; leadership, motivation and performance. 3 Hrs. (Fall)

PSYC 449, 450 Independent Research

Opportunity for independent investigation of topics by means of reading and/or experimentation. First term is devoted to formulating the problem, determining its method of investigation and compiling a bibliography; second term, to collecting the data and writing a report. Prerequisites: Permission of the department; also, PSYC 449 is prerequisite to PSYC 450. 1-3 Hrs.

PSYC 451 Seminar in Psychology

Seminar dealing with areas of psychology not covered in the regularly scheduled courses, such as personnel psychology and behavior modification. Admission by permission of instructor. 1-3 Hrs.

Religion

RELG 105 Introduction to the Study of Religion

An introduction to religious thought and experience including sociology of religion, history of the Christian Church, theology, ethics and comparative religions. 3 Hrs. (Fall, Spring, Summer)

RELG 205 The Old Testament

Introduction to the nature of the biblical writings and to methods of Bible study. The history, literature and faith of the people in Israel as seen in the Old Testament. 3 Hrs.
(Fall, Summer)

RELG 206 The New Testament

The history, literature and faith of the early Christian community as seen in the New Testament. Students intending to take six hours in Bible should enroll in 205 prior to RELG 206. 3 Hrs. (Spring, Summer)

RELG 210 Introduction to World Religions

A study of the religions of the world, including prehistoric beginnings. Study will include religions indigenous to North America, Africa, India, China, Japan and the Middle East. Major emphasis will be on Judaism, Christianity and Islam as religions of the West; and Buddhism, Hinduism and Taoism as religions of the East. 3 Hrs.

RELG 310 The Book of Revelation and Apocalyptic Thought

An examination of the origin and meaning of apocalypticism, particularly the New Testament apocalypse, the book of Revelation. Students will also study the influence of apocalypticism in English literature and on contemporary life and thought as reflected in political movements (communism, for example), popular songs and films, television evangelism and current religious thought. No prerequisite, although a course in the New Testament would be helpful. 3 Hrs.

Sociology

SOCI 203 Principles of Sociology

Basic concepts and principles of sociology; relationships and meaning of culture, society, personality and interaction; analysis of group structure and social organization. 3 Hrs. (Fall, Spring, Summer)

GRADUATE PROGRAMS

Queens College provides opportunities for post-baccalaureate study and research in demanding professional programs. Graduate programs offer a stimulating and challenging scholarly community for students' maximum intellectual and personal development. Queens College offers the following degrees: the **Master of Business Administration (MBA)** in the McColl School of Business through the evening MBA program or the Executive MBA Program, the **Master of Education (MEd)** and the **Master of Arts in Teaching (MAT)** in Elementary Education. North Carolina Teacher Certification is also available in some areas for applicants holding a baccalaureate degree.

Admission

The admissions policy of each graduate program is designed to select students of outstanding promise. Since the student body is the college's most important resource, careful attention is given to each student. Applicants are considered on the basis of their individual achievements and merits.

Applications for admission to the evening MBA, MEd, MAT or Post-baccalaureate Teacher Certification programs may be obtained by writing the Office of Graduate Admissions, Queens College, 1900 Selwyn Avenue, Charlotte, North Carolina, 28274, or by calling 704-337-2313.

Applications for admission to the Executive MBA Program may be obtained by writing the Office of Executive Programs, Queens College, 1900 Selwyn Avenue, Charlotte, North Carolina, 28274 or by calling 704-337-2489.

STUDENT STATUS. Students must apply to and be accepted by one of the programs. Students may be admitted with post-baccalaureate, degree, non-degree or transient status to an individual program. Refer to the individual program for admission requirements and status determinations for that program.

ADMISSION OF UNDERGRADUATES TO GRADUATE STUDY. Seniors at Queens College with a cumulative grade-point average of 3.5 or better may enroll in a graduate course at Queens subject to written approval, prior to registration, by the department offering the course. The student's total credit hours for the semester (including the graduate course) should not exceed 18 hours and the

cumulative graduate credit earned by seniors shall not exceed nine hours. These courses are not counted toward the credit hours required for the baccalaureate degree, but can be counted toward the residency requirement. Seniors may request that these courses be included as a part of their graduate program if they are subsequently admitted to a graduate program at Queens.

This policy is applicable to seniors in both the College of Arts and Sciences and the New College. The tuition for full-time students is included in the comprehensive fee. Part-time students will be charged the graduate program rate.

ADMISSION ON ACADEMIC PROBATION. When an applicant to a program presents a marginal undergraduate record or test score, the admissions committee may admit that person on academic probation. Probationary graduate students must earn grades of B or better (or a grade of Pass if graded Pass/No Record) in each of the first two terms in which they are enrolled in order to be allowed to continue in the program. Failure to meet this stipulation may result in academic dismissal.

LENGTH OF ADMISSIONS ELIGIBILITY. Acceptance to a graduate program will remain effective for one calendar year following the beginning of the term for which the acceptance has been made. Individuals who wish to enter after the one-year period are required to re-apply, and the subsequent admission decision will be based on the existing admission standards at the time of re-application.

Academic Policies

The following policies govern the evening MBA, MEd and MAT programs. Academic policies for the Executive MBA can be found in the information for that program.

ACADEMIC RESPONSIBILITY. While Queens College makes every effort to advise and counsel students on their academic programs and academic requirements, it is the student who is ultimately responsible for fulfilling all requirements for a degree. To help the student enact his or her own responsibility, all academic plans and programs must be approved by a designated advisor.

In general, a student must fulfill the degree requirements set forth in the catalog current during the student's first term enrolled in a graduate program at Queens. Academic policies amended while a student is enrolled in courses at Queens may be deemed to apply regardless of the policies stated in the catalog at time of entry. The college reserves the right to modify degree requirements from those listed at the time of entry due to curricular exigencies. If students are re-admitted, they re-enter under the catalog in effect at the time of re-admission.

THE HONOR CODE. The Honor Code is part of Queens' commitment to integrity and academic freedom. The purpose of the Honor Code is to provide the college community with an atmosphere of mutual trust among students, faculty and administration. The code applies to all phases of life at the college and is binding on all members of the college community. A student's signature on the application for admission to the college indicates understanding and acceptance of the Honor Code stated below:

> *As a member of the Queens College community, I do hereby resolve to uphold the Honor Code of the College and endeavor to create a spirit of integrity and honor for its own sake. I pledge truthfulness at all times, respect for the property of others and absolute honesty in the performance of all academic work. Realizing that the Honor Code places upon me demands as well as privileges, I resolve to report any student, including myself, who may violate any of the principles of the Honor Code. I understand the Honor Code and realize that a plea of ignorance will not be accepted by the college community.*

Violations of the Honor Code include but are not limited to cheating, lying, theft and academic dishonesty. Suspected violations of the Honor Code should be reported to the vice president for academic affairs and resolution of charges of violation will be dealt with by the Graduate Judicial Committee.

ACADEMIC ADVISING. The director of graduate student services serves as the academic advisor for all graduate programs. It is the student's responsibility to schedule advising appointments as necessary to plan a course of study to complete a graduate program or to discuss current academic questions and problems.

TIME LIMIT. All course work must be completed within seven years of admission. Exceptions to this time limit must be granted by the graduate Student Qualifications Committee.

REGISTRATION. All students are expected to register at the time and place indicated on the current term schedule.

RECORD OF IMMUNIZATION. North Carolina law requires that all students enrolled in classes starting before 4 p.m. submit proof of certain immunizations to the college. Forms are available in the Health Center and the Admissions Office.

COURSE LOAD. A full-time graduate academic load is nine credit hours per term. A student who is employed full-time should not take more than six graduate credit hours or nine credit hours of combined graduate and undergraduate courses per term.

DUAL ENROLLMENT. Students enrolled in graduate programs may also take courses in the New College and/or the College of Arts and Sciences. They may register for these classes at the same time as graduate class registration as long as they meet the necessary

prerequisites or any other restrictions which may apply to an individual class.

Dual enrollees will follow the procedures, policies and calendar of the undergraduate college.

GRADING SYSTEM. Graduation requirements are based on the quantity and quality of the student's work. Graduate programs use the following system of grades and grade-point values per credit hour.

Grade	Grade Points
A = Excellent	4.000
B = Satisfactory	3.000
C = Poor	2.000
F = Failing	0.000
P = Passing (B or better)	(0)
Course Status	
I = Course Work Incomplete	(0)
W = Student Withdrawal	(0)
UR = Grade Unreported by Instructor	(0)

Grade-Point Average. The grade-point average is used to determine eligibility for admission and graduation. It is calculated by dividing the total number of grade points by the total number of credit hours attempted. The number of credit hours attempted includes all courses with grades of A, B, C and F. Courses with grades or status of P, W or I are not figured in the grade-point average.

Pass/No Record. Specified courses are offered only on a Pass/No Record basis. Such specification is noted in the individual course description. Unless specified, a graduate course may not be taken on a Pass/No Record basis.

Incomplete Status. A status of Incomplete (I) is given only if a student is passing the course and has justifiable reason why the work cannot be completed. This status may be changed within one year of the end of the term in which the status was recorded by completing the stipulated work. Otherwise, the instructor or the registrar may change the status as appropriate. No student with a status of I may receive a degree. Neither credit hours nor grade points are awarded for a course whose status is Incomplete.

When a faculty member assigns a status of I in a course for a student, the faculty member must complete the appropriate form in the Registrar's office.

Unreported Status. The registrar will show a status of Unreported (UR) for a course when a faculty member does not submit a grade by the designated deadline. This status must be replaced with an appropriate grade or other status by the faculty member within 14 days of the end of the term. The Registrar's Office will send the student a revised grade report when the status has been changed.

DROP AND ADD. When a course is Dropped there is no record of that registration, and no charge is incurred for that course. Students who Drop all courses at Queens College in their first semester of attendance will *not* have matriculated into the college.

The Drop and Add period is limited. To Drop or Add a course, the student must contact the Registrar's Office and complete the appropriate form(s). After the Drop/Add period has ended, a student leaving a class must withdraw from the course and receive a grade of "W."

WITHDRAWAL FROM A COURSE. The deadline for course withdrawal is published each term in the graduate term calendar. The withdrawal dates for tuition refund differ from the withdrawal deadline for a grade of W. Each term, the Business Office publishes a refund schedule, available at registration.

A student who simply stops attending classes during the semester will receive a grade of F for the course.

RECORDS OF PROGRESS. The college maintains records of progress on both veteran and non-veteran students. Progress records are furnished to all students at the end of each academic term.

TRANSFER OF COURSES.

At Admission. Generally, no more than six semester hours (two courses) of graduate work may be transferred from another accredited institution. Only graduate courses with a grade of B or better will be considered for transfer credit. Courses considered for transfer credit must have been completed within the three years immediately preceding admission into a Queens College graduate program. Granting of transfer credit is dependent upon the specific course under consideration, which will be evaluated in terms of content, level and equivalency of the courses in the graduate program.

After Admission. After students have been admitted to a graduate program, they must request prior approval from the director of graduate student services to receive credit for transferred courses. Normally, graduate students may take courses at another accredited institution for transfer if the courses are equivalent to or supplemental to those offered in Queens' graduate programs. Courses are accepted for transfer only with prior permission and with a grade of B or better. Ordinarily, no more than six hours of graduate credit are accepted in transfer work. An official transcript of work done at another institution must be sent to the registrar for any course taken at another institution. Any grade received from another institution will not be included in the Queens grade-point average.

STUDENT QUALIFICATIONS. The faculty has established standards of satisfactory academic progress which are administered by its Graduate Student Qualifications Committee. At the end of each term, this committee reviews the academic record of each student who is in academic difficulty.

Academic Probation and Dismissal. A student who earns an F in any course will be subject to dismissal from the college.

Students will be placed on probation if they earn a grade of C in two or more graduate courses, or if their grade-point average falls below 3.000.

The records of students placed on academic probation will be reviewed by the committee at the end of the subsequent term. To be removed from probation, the student's cumulative record must be at least 3.000 and the student must not have more than two grades below B on the academic record. If students cannot be removed from probation, they are subject to academic dismissal from the college.

Students admitted on academic probation must earn grades of B or better (or a Pass in a course graded Pass/No Record) in all courses undertaken in the first two terms to be removed from probation and thus allowed to continue in the program.

Re-admission to a Graduate Program. A student dismissed from a graduate program may apply for re-admission after an absence of at least one term. A re-admission application must be submitted to the Office of Graduate Admissions along with a personal statement concerning the student's goals and accomplishments since leaving Queens and expectations of future success at Queens. The application will be submitted to the Graduate Student Qualifications Committee for action. A student re-admitted to a graduate program following academic dismissal is normally placed on academic probation for the first six hours of course work.

GRADUATION REQUIREMENTS. Students may receive a graduate degree only after meeting all of their program requirements. A grade-point average of 3.000 or better is required in all graduate course work. No more than six extra hours (two courses) may be taken for the purpose of increasing the student's grade-point average to the required level. No course with an assigned grade below C may apply toward degree requirements.

DECLARATION OF INTENT TO GRADUATE. It is the student's responsibility to be aware of progress toward the degree, and to file a completed Intent to Graduate form in the Graduate office no later than the first day of class in the term in which degree requirements will be completed.

Commencement exercises are held in May of each year for all graduates who have completed degree requirements in the previous summer and fall terms, and in the current spring term.

WITHDRAWAL FROM THE COLLEGE.

1. By the Student

A student who wishes to withdraw from the college should notify the Graduate Programs office and complete the appropriate form. Upon withdrawal, all grades in progress will be recorded

as W. A student who simply stops attending classes will receive a grade of F for all courses.

2. By the College

If a student does not register for a course for two consecutive terms, the student will be administratively withdrawn from the college and considered an inactive student. An inactive student must apply to the Admissions Office for re-admission, and will resume studies under the catalog in effect at the time of re-admission.

The college reserves the right to require at any time the withdrawal of a student whose conduct or academic work is not considered satisfactory.

RE-ADMISSION OF GRADUATE STUDENTS. Inactive students who were in good standing who wish to re-enroll must do the following:

1. Former students who have not enrolled elsewhere since leaving Queens and who are in good academic standing must submit only an application.
2. Former students who have attended another college since leaving Queens must submit transcripts from all colleges attended and an application.
3. Re-admitted students adhere to the requirements of the catalog at the time of re-entry.

LEAVE OF ABSENCE. Graduate students may be granted a leave of absence for a number of terms not to exceed one calendar year. A request for a leave of absence should be sent in writing to the director of graduate student services. Students who return on the agreed-upon date re-enter the program with the same status held at the time they left. Students who do not obtain a formal leave of absence shall be considered withdrawn from the college and will have to re-apply to gain re-admission.

VARIATIONS IN DEGREE REQUIREMENTS. Any change in degree requirements must be approved by the Graduate Student Qualifications Committee.

THE MCCOLL SCHOOL OF BUSINESS

The evening Master of Business Administration (MBA) Program

The evening MBA program prepares students to become knowledgeable and effective general managers and administrators with high standards of ethical and social responsibility. The curriculum stresses the interaction of the functional areas of business within the broader social and international context.

The curriculum is developed, taught and regularly updated by a faculty with strong academic and business experience. They stress the need to develop communication and writing skills, international and cultural awareness, and a comprehensive managerial perspective. The curriculum includes a high proportion of specifically required courses to ensure exposure to essential techniques, experiences and information for today's manager. The program begins with the development of a comprehensive background and offers a common core of managerial skills and required competencies in the functional areas of business. Its curriculum underscores the complexity and diversity of managerial decisions in national and international economies. Instruction is presented through various methods including extensive use of case studies. Classes meet one evening a week.

ADMISSION. In order to be considered for admission as a degree candidate to the evening MBA program, an applicant must:

1. Hold a baccalaureate degree from an accredited institution.
2. Submit a completed graduate application form, including the non-refundable $25 application fee.
3. Submit official transcript(s) of all previous academic work beyond high school. It is the applicant's responsibility to have all transcripts sent directly from each institution attended to the Office of Graduate Admissions at Queens.
4. Have a cumulative grade-point average generally of at least 2.500 or better on a 4.000 scale on all post-secondary academic course work.
5. Provide the Admissions Office two letters of reference.
6. Submit satisfactory scores on the Graduate Management Admissions Test (GMAT) taken within the last five years.

7. Applicants from non-English speaking countries also must submit the following documents:
   a. a test score of 550 or higher on the Test of English as a Foreign Language (TOEFL) examination. Information and registration forms are available from TOEFL Programs, ETS, Princeton, NJ 08540.
   b. Certified English translation of all prior academic records for work which corresponds to the bachelor's degree in the United States.
   c. Bank statements stating the funds, in U.S. currency, available for the student's education. Students and their families should be prepared to bear all expenses involved in obtaining an education in the United States since there are no federal or state financial aid resources for foreign students.

STUDENT STATUS

Graduate Status. Graduate status is accorded applicants who are pursuing a degree and who have met all admissions requirements, including a satisfactory undergraduate grade-point average and an acceptable GMAT score.

Non-degree Graduate Status. Non-degree graduate status is accorded students who wish to take graduate courses for personal satisfaction, but who may not wish to work toward a degree. To be admitted as a non-degree graduate student, an individual must complete the same admissions procedures as other graduate applicants and must have an undergraduate overall grade point average of 3.000. Non-degree graduate students, generally, may not take more than nine credit hours. After completion of nine credit hours, the student should apply for graduate degree status.

Transient Status. Transient status is accorded a student who wishes to take a graduate course for transfer to another institution. Generally, a transient student is admitted for one term only. Transient students must complete an application form and submit a copy of their GMAT score, a letter of good standing from their home institution and evidence of completion of any prerequisites needed.

Post-baccalaureate Status. Post-baccalaureate status is accorded those students who wish to complete foundation courses for the evening MBA program, but have not yet submitted a GMAT score. A post-baccalaureate student is subject to the following policies:

1. A post-baccalaureate student must complete the same admissions procedures as other graduate applicants and must meet the standards for general admission into the MBA program except for submission of the GMAT score.
2. Post-baccalaureate students may register for foundation courses or undergraduate courses for which they have the prerequisites. They may register for a course at the 600 level

only by exception and with the specific permission of the MBA advisor.

3. Post-baccalaureate students are subject to the academic regulations and standards required of degree students.
4. The post-baccalaureate classification carries with it NO implication that a student will be admitted to the MBA degree program.
5. Post-baccalaureate students who are subsequently admitted to the MBA degree program may request that a maximum of six hours completed by exception at the 600 level be used for their program.

DEGREE REQUIREMENTS. The evening MBA program consists of foundation courses, core courses and electives. Applicants without an undergraduate business degree usually will be expected to take all of the foundation courses. Applicants with an undergraduate business degree or some undergraduate business course work may waive some of the foundation courses. The decision on waiver of foundation courses normally will be made at the time of admission and is based on specific recent course work with grades of B or better.

The contents of the core courses are based on the assumption that students have completed or waived the foundation courses. The foundation courses are designed to provide preparation in and an understanding of economics, accounting, finance, statistics, marketing, management, computer skills, communications skills, the legal environment of business, international business and ethics.

Foundation Courses	Credit Hours
GBUS 502 Survey of Accounting (or BUSN 207 and 208)	3
GBUS 503 Survey of Marketing and Management	3
GBUS 505 Business Society and Ethics	3
GBUS 516 Economic Analysis I	3
GBUS 518 International Business (Prerequisite: GBUS 503)	3
GBUS 522 Finance I (Prerequisites: GBUS 502 and 516)	3
Evidence of Computer Literacy or BCIS 110	3
	Total 21

Core Courses	Credit Hours
GBUS 610 The Management of Organizations (Prerequisite: GBUS 503)	3
GBUS 615 Economic Analysis II (Prerequisite: GBUS 516)	3
GBUS 620 Financial Accounting (Prerequisite: GBUS 502)	3
GBUS 622 Finance II (Prerequisites: GBUS 522 and 620)	3
GBUS 630 Marketing Management (Prerequisite: GBUS 503)	3
GBUS 635 Decision Science (Prerequisite: GBUS 522)	3
GBUS 650 Business Policy (Prerequisites: ALL other core courses)	3
	Total 21

Elective Courses (choose three)	Credit Hours
GBUS 652 Technology Management	3
GBUS 654 Business, Society and Ethics	3
GBUS 656 Production/Operations Management	3
GBUS 658 Investment Analysis and Portfolio Management	3
GBUS 660 Communications	3
GBUS 662 Capitalism and Its Origins	3
GBUS 664 Legal Environment of Business	3
GBUS 668 Money and International Finance	3
GBUS 670 Specialized Topics in Business	3
GBUS 680 Independent Study	1, 2, 3

COURSE SEQUENCE FOR THE MBA PROGRAM. A student generally must complete the foundation courses before taking the core courses. However, if because of scheduling difficulties, no foundation courses are available, students may take a core course for which they have completed the prerequisite(s) and then complete the foundation course(s) in the next term in which the courses are scheduled.

GBUS 650 Business Policy must be taken after all foundation and all other core courses are completed. It may be scheduled with an elective, but it may NOT be taken with any other required course.

Students should not take an elective until they have completed all of the foundation courses and half of the core courses.

Refer to the course descriptions for other descriptions of content and prerequisites.

COURSE DESCRIPTIONS

Foundation Courses

GBUS 502 Survey of Accounting

This survey introduces accounting principles, including transaction analysis, income-statement analysis, balance-sheet analysis and the use of accounting information in managerial problem-solving. Pass/No Record grading with Pass = B or better. 3 Hrs.

GBUS 503 Survey of Marketing and Management

This course introduces selected topics from marketing management and the principles of general management. The marketing topics are related to the planning, coordination and evaluation of product design, promotion, distribution and communication activities in modern corporations. The general management topics emphasize strategic planning and the coordination of human resources.
Pass/No Record grading with Pass = B or better. 3 Hrs.

GBUS 505 Law and Ethics

This course will examine the relationship between business and the complex network of state and federal laws and regulatory agencies. It is designed as a study of the legal and ethical environment of business. Topics will include the development of the law and the legal system, regulatory law and regulatory agencies, commercial law basics and the fundamentals of applied business ethics. Specialty topics will include employment and labor law, environmental law, litigation/risk management, insurance and others. Pass/No Record grading with Pass = B or better. 3 Hrs.

GBUS 516 Economic Analysis I

The application of microeconomic theory to managerial decision-making seeks to answer basic resource-allocation questions. The course is designed to provide the student with an ability to view resource-allocation problems within a framework of shareholder wealth maximization. Included are price and output decisions of the firm under various market conditions such as pure competition, monopoly, oligopoly and monopolistic competition.
Pass/No Record grading with Pass = B or better. 3 Hrs.

GBUS 518 International Business

This course will focus on the principal aspects of conducting business in the international context, the politico-legal context, marketing and management implications, and international economic and financial issues. The objective is to show similarities as well as differences between domestic and international business practices, and to provide a perspective from which to analyze business problems in the international context. Pass/No Record grading with Pass = B or better. Prerequisite: GBUS 503. 3 Hrs.

GBUS 522 Finance I

This course introduces the basic concepts, principles and analytical techniques in financial management. Topics include formulating financial objectives, short-term financial analysis, financial forecasting and planning, elementary capital budgeting and cost of capital, and the nature of long-term sources of funds. Analysis of risk in financial decisions includes probability distributions, statistical inference and introduction to regression and correlation. Pass/No Record grading with Pass = B or better. Prerequisite: GBUS 502 and GBUS 516. 3 Hrs.

Core Courses

GBUS 610 The Management of Organizations

This course focuses on the management of human behavior in work environments. It includes the development, design, operation and control of activities necessary to generate the goods and services of profit and nonprofit organizations, as well as considering the personal dynamics of individuals, groups and organizations. Major topics include motivation, stress, career process, leadership, decision making and conflict management. Prerequisite: GBUS 503. 3 Hrs.

GBUS 615 Economic Analysis II

This study of how goods and services are produced and distributed includes an examination of economic policy and an analysis of how it affects the performance of the economic system. This course will explore national income and employment; the market, the price system and the allocation of resources; the distribution of income; the public sector and the international economy. Prerequisites: GBUS 516. 3 Hrs.

GBUS 620 Managerial and Financial Accounting

This course examines the ways in which accounting enables managers to operate effectively through the use of analysis and information as the foundation for managerial decision-making. Topics include an analysis of corporate annual reports, cost-volume-profit relationships, cost behavior patterns, flexible budgets and standards for control, relevant costs, capital budgeting and the impact of taxes on management planning. Prerequisites: GBUS 502. May not be taken concurrently with GBUS 622. 3 Hrs.

GBUS 622 Finance II

This course examines the financial function and how it relates to other functions of the business firm including how financial decisions can further the basic enterprise's goal of wealth maximization. The student will explore in depth controversial conceptual problems. This course focuses on the various concepts for manager decision-making under uncertainty, optimum financial structure, cost of capital and asset management. Prerequisites: GBUS 522 and GBUS 620. May not be taken concurrently with GBUS 620. 3 Hrs.

GBUS 630 Marketing Management

This course is designed to acquaint the student with techniques in defining a target market and specifying a marketing mix to satisfy that target. The main point of emphasis is that marketing is a total system of business action rather than a fragmented assortment of functions and institutions. The structure of the course is the case approach, which requires the student to use principles of marketing in the analysis of business problems. Prerequisite: GBUS 503. 3 Hrs.

GBUS 635 Decision Science

This course develops a generalized framework for investigating all types of decision problems. The study includes various quantitative methods appropriate to an analysis of these types of problems, including decision trees, linear programming, transportation and assignment problems, inventory control, queuing theory, simulation, PERT-CPM and game theory. Prerequisites: GBUS 522. 3 Hrs.

GBUS 650 Business Policy

This is the capstone course of the MBA program in which the emphasis is on the strategic planning necessary for an organization to define and achieve its overall objectives. Cases include problems in which economic, moral, personal, social and political factors are involved. A major theoretical or practical project is required. The final exam of the course is comprehensive and is designed to evaluate overall synthesis of content of the foundation and core courses. The capstone course may not be transferred from another institution. Prerequisites: All other core courses. 3 Hrs.

Electives

GBUS 652 Technology Management

The objective of this course is to develop a management strategy appropriate for dealing with an accelerating stream of technological innovation. Major topics include information systems, EDI, networks and telecommunications, expert systems and artificial intelligence, as well as the impact of technology on issues of ethics and privacy. 3 Hrs.

GBUS 654 Business Society and Ethics

This course investigates the relationship between business and its environment. Cases examine social responsibility as a strategy and highlight the interests of "stakeholders"—shareholders, employees, customers, government, society and others—within a legal and ethical framework. The course is based on the assumption that the students have completed at least half of the required courses in the MBA program. 3 Hrs.

GBUS 656 Production/Operations Management

This course is designed to teach the student to manage the operating systems of organizations. Course topics include process selection, facilities planning, operations planning, operations control and technological changes. Prerequisite: GBUS 635. 3 Hrs.

GBUS 658 Investment Analysis and Portfolio Management

This course includes the study of capital market theory, the balance between risk and return, rates of return required by investors and the study of betas in the capital asset pricing model, all examined from the viewpoint of the private investor. Prerequisite: GBUS 622. 3 Hrs.

GBUS 660 Communications

This course is designed to increase and maximize communication ability and skills required for the professional manager. It includes instruction in written and oral presentations and reports as well as extensive practice in both mediums, including oral presentations and at least two 500-word papers. Where possible, speakers from business and industry will be invited to discuss problems encountered in management and executive-level communications. 3 Hrs.

GBUS 662 Capitalism and Its Origins

What is capitalism? When, where, why and how did it arise? What are its costs and benefits? What are the alternatives to capitalism? This is a course in political economy. It aims to foster clear and dispassionate analysis of volatile issues arising from the impact of a market economy on aspects of contemporary life. 3 Hrs.

GBUS 664 Legal Environment of Business

Focusing on strategy implications, this course will examine the legal, regulatory, political, ethical and social environment of business. Using a case approach, the course builds on a foundation of legal basics, helping practical managers analyze issues and operate within the external framework of their business. Prerequisite: GBUS 505. 3 Hrs.

GBUS 668 Money and International Finance

This macroeconomics course builds on Economic Analysis II. It is a more in-depth look at the role of money in a modern economy, the international market for currencies, hedging and speculation in international finance, exchange rates and the effect of international money movements on domestic economic activity. Prerequisite: GBUS 615. 3 Hrs.

GBUS 670 Specialized Topics in Business

Topics will be announced for each term offered. Possible offerings include: International Economics, New Venture Strategies, Organizational Development and Strategic Planning. May be repeated with different subtitles for a total of no more than nine credit hours toward the MBA degree. 3 Hrs.

GBUS 680 Independent Study

This course requires independent reading and investigation of literature relevant to a specific topic or area of business. Students must complete and have approved a proposal for an Independent Study on a form available in the Graduate Programs Office, prior to

registration for this course. This course may be repeated for a maximum of six credit hours. 1, 2 or 3 Hrs.

The Executive Master of Business Administration (EMBA) Program

The EMBA Program provides an opportunity for middle- and upper-level management to develop the skills and attitudes requisite to effective management careers. This program takes as its mission the creation and maintenance of a controlled interdisciplinary learning environment in which individual growth and development can occur.

ADMISSION. The applicant for admission to the EMBA Program must have demonstrated success in business and significant managerial potential. Interested students should contact the Executive Programs Office in the Dana Building or call the director of executive programs at 337-2489 for more information.

DEGREE REQUIREMENTS. The Program is offered in a two-year sequence of courses meeting all day on alternating Fridays and Saturdays during the academic year. There are two summer projects as well which can include an opportunity for evaluating management styles in European, Asian and Latin American businesses. The curriculum is the equivalent of 60 credit hours including prerequisites.

The EMBA Program is a highly structured curriculum. All students must take each class, no electives are offered and no substitutes are permitted.

ACADEMIC POLICIES FOR THE EMBA PROGRAM

Registration. All students are expected to register with the Executive Programs Office each term at the time and place announced.

Evaluation System. Graduation requirements are based on the satisfactory completion of all courses of study outlined within the structured curriculum. No electives are offered and no substitutes are permitted.

Because of the interdependencies of each class to the others in this highly structured program, the student receives a single evaluation for each of the six terms included in the two-year course of study. The evaluation of a student's work in a given term is determined on the basis of reports, case presentations, class participation and project work, and is the result of a joint decision of the entire EMBA Program faculty.

Incomplete Status. A student may be granted an Incomplete status (I) for an entire term's work due to extreme circumstances beyond the student's control. An I status automatically becomes a grade of F if the student fails to satisfactorily make up incomplete work within 60 days of the completion of the term for which the student's work has been deemed incomplete, unless the student (a) withdraws from the Program, or (b) is granted a leave of absence. Should the student be granted a leave of absence, all incomplete work must be satisfactorily completed at least 30 days in advance of the student's return to the Program.

Withdrawal from the Program. A student who wishes to withdraw from the Program should notify the Executive Programs Office and complete the appropriate form. Upon withdrawal from the Program, the grade for the term in progress will be recorded as W (Withdrawal).

Administrative Withdrawal. If a student fails to register for a term while still a degree candidate in the EMBA Program, the student will be administratively withdrawn from the Program. The only exception to this is a student who has been granted a formal leave of absence. A student who simply stops attending classes (i.e., four weeks consecutively or four consecutive classes from an individual discipline) will be administratively withdrawn from the Program. Any administratively withdrawn student must contact the Executive Programs Office to be re-admitted.

Queens College reserves the right to require at any time the withdrawal of a student whose conduct or academic work is not considered satisfactory.

Eligibility to Continue. The graduate faculty of Queens College determines the academic standards which are administered by the Graduate Student Qualifications Committee. This committee reviews each case of academic difficulty to determine the appropriate action and academic status for the graduate student.

Continuation in the EMBA Program is based on the qualitative recommendation of the Program faculty based on the student's individual performance as outlined under "Evaluation Systems." Should the Program faculty evaluate a student's performance as unacceptable, the faculty will refer the evaluation to the Graduate Student Qualifications Committee with a recommendation that the student be place on academic probation. A student on academic probation will be reviewed by the entire Program faculty by the end of the subsequent term. Removal from probation is approved by the Graduate Student Qualifications Committee on the recommendation of the Program faculty.

Students who do not receive a recommendation from the Program faculty for removal from probation will be subject to dismissal from the Program.

Transfer Regulations. No courses outside of those offered by the Queens College EMBA Program will be considered for transfer credit. Should a student withdraw from the Program and wish to transfer his or her completed course progress to another institution, a credit-hour description of the student's completed course work can be made available through the Executive Programs Office.

Leave of Absence. An EMBA student can be granted a leave of absence for one calendar year only. A request for a leave of absence should be sent in writing to the vice president for academic affairs with a copy to the Executive Programs Office. Students who return on the agreed-upon date, will re-enter the program with the same status held at the time they left. Students who do not obtain a formal leave of absence will be considered withdrawn from the Program and will have to re-apply to gain admission.

Time Limit. The EMBA Program must be completed within five years of the student's first day of classes.

Graduation Requirements. Students may graduate from the EMBA Program only after fulfilling all of their special project assignments, customized course selections and the entire two-year sequence of structured courses and project work.

Variations in Degree Requirements. Any change in degree requirements must be approved by the Graduate Student Qualifications Committee.

Record of Immunization. North Carolina law requires students who matriculate for a class which starts before 4 p.m., including weekend classes, to present valid certificates of immunization to the college at or prior to matriculation unless the student is exempt from the law.

Since EMBA students will be enrolled in classes that begin before 4 p.m. on weekdays and weekends, they must furnish proof of immunization. Contact current or past physicians to get proof of immunization or to begin immunizations. An EMBA student will be exempt from this law if an exemption is granted for medical or religious reasons.

Immunization requirements. For students born in 1957 or later (and who are at least 18 years of age):

- 3 DPT or Td doses (or a single Td booster) within the last 10 years; • 1 measles (Rubeola) immunization on or after the first birthday; • 1 Rubella (German Measles) immunization.

For students born prior to 1957:

- 3 DPT or Td doses (or a single Td booster) within the last 10 years; • 1 Rubella (German Measles) immunization. **NOTE:** this is NOT required for students age 50 and older.

Any EMBA student who does not present valid proof of immunization or exemption must be immunized during the initial 30 days of the January term. Students who fail to comply will NOT be allowed to continue classes.

Forms which students may provide their physicians to certify immunization are available in the Health Center. Students may also call the Health Center at 704-337-2220 to schedule an appointment for immunizations or to receive further information.

CURRICULUM

EMBA 6001 Segment I—Analysis and Decision

Segment I provides an orientation to the program and to the use of conceptual frameworks and analytical tools in management. By the end of the segment, students will be familiar with basic analytical concepts and will have a general understanding of the application of such concepts to concrete problem-solving and decision-making. The segment includes Relevant Costs and Financial Accounting, Tradeoff and Process Analysis, Consumer Behavior and Market Segmentation, Interpersonal and Social Behavior, Decision Structure and Probability Assessment, and Written and Oral Communication. 12 Hrs.

EMBA 6002 Segment II—International Experience or Team Community Project

In Segment II, students choose to participate in either a team community project which addresses a managerial problem within a not-for-profit organization or a hands-on exploration of the business environment of Europe, Asia or Latin America. 6 Hrs.

EMBA 6003 Segment III—Anatomy of the Enterprise

Segment III develops a fundamental understanding of organizational structure and operation. The segment further develops the use of conceptual frameworks and investigates the integrated nature of the firm by examining the interrelated flow of cost, funds, materials and products. The segment includes Cost Accounting, Current Operations, Working Capital Management, Forecasting Models and Regression Analysis, Materials Management and Capacity Planning, Distribution, Sales Management and Product Policy, Organizational Behavior and Organization Design, and Written and Oral Communication. 12 Hrs.

EMBA 6004 Segment IV—Control and Development of the Enterprise

In Segment IV, the examination of control and development of the enterprise will build on the integrated focus initiated in previous segments, seriously advance the larger concept of rationalizing, controlling and developing the integrated organization's activities, and begin to develop the strategic relation of the enterprise to its turbulent environment. The segment will include Capital Budgeting and Investments, New Technology Management and Operating Strategies,

Marketing Communication, Pricing and Marketing Strategy, Leadership, Income and Product Flows, Money and Banking, Strategy Formulation Processes, Management Information Systems and Written and Oral Communication. 12 Hrs.

EMBA 6005 Segment V—Sponsor Project

In Segment V, individual projects designed and approved by the student, sponsoring organization and program advisor allow participants an opportunity to apply their learning experience to a current management problem with corporation-wide implications. Students will present written and oral presentations of their analyses and recommendations. 6 Hrs.

EMBA 6006 Segment VI—Strategic Management in a Dynamic and Competitive Environment

Segment VI extends the concept of controlling and directing the enterprise into the relationship between the organization's internal environment and its highly competitive and rapidly changing external environment. The segment includes Budgeting, Responsibility Accounting and Control, Capital Structure and Financial Strategy, Capital Markets and Environmental Strategies, Competitive Decision Making and Negotiation and Bargaining, Implementation of Strategic Decisions, and Written and Oral Communication. 12 Hrs.

Graduate Education Programs

Master of Education (MEd)

The MEd degree prepares classroom teachers in grades kindergarten through six to meet the ever-increasing challenges of elementary education. The graduate education programs are dedicated to quality education for all students, especially since the future of America depends on what happens in today's classrooms.

The MEd program builds on and extends the foundation of undergraduate teacher education. Students pursue their teaching specialty in depth. They wed current educational research with practical classroom application, and study child development and learning theory appropriate to the age and developmental stages of their students.

Graduate certification has been approved by the North Carolina Department of Public Instruction for those completing this degree program.

ADMISSION. In order to be considered for admission to the MEd program, an applicant must:

1. Hold a baccalaureate degree from an accredited institution.
2. Submit a completed graduate application form, including a non-refundable $25 application fee.
3. Submit official transcript(s) of all previous academic work beyond high school. It is the applicant's responsibility to have all transcripts sent directly from each institution attended to the Office of Graduate Admissions at Queens College.
4. Have a cumulative grade-point average of at least 2.500 or better on a 4.000 scale on all post-secondary academic course work. The grade-point average on all major courses including those required for preparation for the area of proposed graduate study should be 3.000 or better on a 4.000 scale.
5. Provide the Office of Graduate Admissions two letters of reference.
6. Submit satisfactory scores on the Graduate Record Examination (GRE).
7. Hold a North Carolina "A" Certificate or the equivalent.
8. Applicants from non-English-speaking countries also must submit the following documents:

a. a test score of 550 or higher on the Test of English as a Foreign Language (TOEFL) examination. Information and registration forms are available from TOEFL Programs, ETS, Princeton, NJ 08540.
b. a certified English translation of all prior academic records for work which corresponds to the bachelor's degree in the United States.
c. bank statements stating the funds, in U.S. currency are available for the student's education. Students and their families should be prepared to bear all expenses involved in obtaining an education in the United States since there are no federal or state financial aid resources for foreign students.

STUDENT STATUS

Graduate Status. Graduate status is accorded applicants who have met all admissions requirements, including a satisfactory undergraduate grade-point average, an acceptable GRE score and the satisfactory completion of any required preparation or prerequisite courses.

Preliminary Graduate Status. Preliminary graduate status is accorded applicants who have not yet completed the required prerequisite courses or preparatory requirements, but who have a satisfactory undergraduate grade-point average and an acceptable GRE score. The student should notify the Graduate Office when all preliminary course work has been completed so that the student may be changed to Graduate Status.

Non-degree Graduate Status. A student who wishes to take graduate courses for personal satisfaction or for teaching-certificate renewal, but who may not wish to work toward a degree, will be classified as having non-degree graduate status. To be admitted as a non-degree graduate student, an individual must complete the same admissions procedures as other graduate applicants and meet the standards for general admission into the graduate program. Generally, a graduate student may not take more than nine hours as a non-degree student. After completion of nine credit hours, the student should apply for full graduate status.

Transient Status. A student who wishes to take a graduate course for transfer to another institution will be classified as a transient student. Generally, a transient student is admitted for one term only. Transient students must complete an application form and submit a copy of the GRE score, a letter of good standing from their home institution and evidence of completion of any prerequisites needed.

DEGREE REQUIREMENTS. Any preparatory requirements must have been met. The degree program consists of 36 hours of graduate credit (12 courses).

A comprehensive oral examination is given by a minimum of two members of the faculty of the Education Department of the student's choice.

A student who is seeking the MEd degree in an area or grade level other than that of initial certification or teaching experience, will, in consultation with the advisor, plan an appropriate student teaching internship.

In conjunction with course requirements, the MEd program requires a minimum of 40 hours of field experience. Flexibility of plans is encouraged to accommodate individual student needs, and a variety of experiences are suggested. Practicing classroom teachers may use their own class/school setting for the majority of their experience where they are encouraged to translate theory into practice.

A field experience requirement may be a component of some methods courses. Students may request a field experience placement during each or selected semesters; forms are available from the Education Department and must be submitted during the first month of the semester prior to the semester for which placement is requested. It is the student's responsibility to request and submit these forms. Approval of the Field Experience Proposal must be obtained before placement requests are sought.

A reflection seminar will be scheduled at the conclusion of each semester to provide opportunities for students to discuss field experiences and to reflect on observations and knowledge learned.

The program is structured so that a student can complete the degree within two calendar years.

ELEMENTARY EDUCATION PROGRAM. The MEd in Elementary Education is designed to assure competency in the curriculum areas necessary for teaching grades kindergarten through six. The program is competency-based to allow flexibility.

GOALS. MEd students will demonstrate:

1. Knowledge of the historical, theoretical and philosophical bases for educational practices in the elementary school; the elementary school curriculum; the interrelationship of subjects, and major movements, issues, and trends.
2. An understanding of the nature of the elementary school student, the learning process, and the evaluation of learning;
3. Knowledge of research techniques and the ability and understanding to develop action research in the elementary classroom;
4. Expertise developed through concentrated study in one or more areas of the elementary curriculum;
5. An ability to synthesize information and resources in order to provide developmentally appropriate living/learning environments for elementary children.

Required courses:

GEDU 501	Principles of Learning
GEDU 502	Child Development
GEDU 503	Educational Research and Evaluation
GEDU 513	Foundations of Mathematics
GEDU 522	Teaching Writing: Process Approach
GEDU 524	Diagnosis and Correction of Reading Difficulties
GEDU 527	Reading and Language Arts in the Elementary School
GEDU 550	Master's Project
GEDU 595	Models of Teaching
GEDU 599	Seminar in Curriculum and Instruction

In addition, two courses are to be elected or prescribed in accordance with the student's needs and interests to ensure compliance with certification competencies.

Suggested Course Sequence. Students may begin the MEd program in spring, summer or fall. A sequence of courses may be developed for individual students by the MEd advisor.

Contact the Admissions Office or the Graduate Office for a copy of the proposed schedules.

Notes:

1. GEDU 503 Educational Research and Evaluation should be taken the first term it is offered after entry into the program.
2. GEDU 527 Reading and Language Arts in the Elementary School should be taken before GEDU 524 Diagnosis and Correction of Reading Difficulties.
3. GEDU 550 Master's Project usually requires two terms for completion. Students should register for and begin this course in the term preceding expected graduation. For example, students completing their degree requirements at the end of the spring term should register for this course in the fall term.
4. GEDU 599 Seminar in Curriculum and Instruction should be taken during the final summer term of the student's program.

Master of Arts in Teaching (MAT)

The MAT is designed for students who hold an undergraduate degree in areas other than education but are interested in acquiring initial certification in elementary education as part of a graduate degree.

The MAT program builds on three major interactive components: theoretical and foundational studies, research knowledge and professional education. Theoretical and foundational studies are designed to facilitate the integration of philosophical, psychological, sociological and historical concepts with the tasks of elementary teachers. The research knowledge component provides the student with an examination of current research findings in the field and the opportunity to conduct guided research in areas of interest. The professional education component, culminating with the professional internship, will develop pedagogical knowledge and provide experience in the design and implementation of elementary curriculum instruction and management strategies.

ADMISSION. In order to be considered for admission to the MAT program, an applicant must:

1. Hold a baccalaureate degree from an accredited institution.
2. Submit a completed graduate application form, including the non-refundable $25 application fee.
3. Submit official transcripts(s) of all previous academic work beyond high school. It is the applicant's responsibility to have all transcripts sent directly from each institution attended to the Office of Graduate Admissions.
4. Have a cumulative grade-point average of at least 2.500 or better on a 4.000 scale on all post-secondary academic course work. The grade-point average on all major courses or courses required for preparation for the area of proposed graduate study should be 3.000 or better on a 4.000 scale.
5. Provide the Office of Graduate Admissions with two letters of reference.
6. Submit satisfactory scores on the Graduate Record Examination (GRE).
7. Passing scores, as determined by the North Carolina State Board of Education, on the Professional Knowledge and the Specialty Area components of the National Teacher Examination or on the GRE are required for certification.
8. Applicants from non-English-speaking countries also must submit the following documents:
    a. a test score of 550 or higher on the Test of English as Foreign Language (TOEFL) Examination.
    b. Certified English translation of all prior academic records for work which corresponds to the bachelor's degree in the United States.
    c. Bank statements stating that funds, in U.S. currency, are available for the student's education. Students and their families should be prepared to bear all expenses involved in obtaining an education in the United States since there are no federal or state financial aid resources for foreign students.

STUDENT STATUS

Graduate Status. Graduate status is accorded applicants who have met all admissions requirements, including a satisfactory undergraduate GPA, an acceptable GRE score and the satisfactory completion of any required preparation or prerequisite courses.

Preliminary Graduate Status. Preliminary graduate status is accorded applicants who have not yet completed the required prerequisite courses or preparatory requirements, but who have a satisfactory undergraduate grade-point average and an acceptable GRE score. Students should notify the Graduate office when all preliminary course work has been completed to receive Graduate Status.

Non-degree Graduate Status. A student who wishes to take graduate courses for personal satisfaction or for teaching-certificate renewal, but not work toward a degree, will be classified as having non-degree graduate status. To be admitted as a non-degree graduate student, an individual must complete the same admissions procedures as other graduate applicants and meet the standards for general admission into the graduate program. Generally, a graduate student may not take more than nine hours as a non-degree student. After completion of nine credit hours, the student should apply for full graduate status.

Transient Status. A student who wishes to take a graduate course for transfer to another institution will be classified as a transient student. Generally, a transient student is admitted for one term only. Transient students must complete an application form and submit a copy of the GMAT, GRE, or MAT score, a letter of good standing from their home institution, and evidence of completion of any prerequisites required.

GOALS. The MAT program will:

1. Provide opportunities for the teacher to develop insights into the understandings of the theoretical and philosophical bases for educational practices in the elementary school, the elementary curriculum, the interrelationship of subjects and major curriculum movements and trends.
2. Develop the teacher's understanding of the nature of the learner, the learning process and the evaluation of learning, including an in-depth analysis of the concepts of educational psychology, learning theory and testing and measurement.
3. Assist the teacher in gaining insights and skill in the use of techniques of research and in designing and carrying out research projects, including the necessary understandings and skills to develop action research in classroom situations.
4. Provide the teacher with a concentrated study of the instructional areas of the elementary curriculum, including the development of a repertoire of concepts, knowledge and

management skills necessary to provide developmentally appropriate learning environments for elementary school children.

5. Develop the conceptual framework, skills and field experience necessary to enable teachers to synthesize the diversity of information and resources for providing a developmentally appropriate living/learning environment for elementary children.

OBJECTIVES. The MAT program will:

1. Develop knowledge and understanding of theories and principles of human growth and development and learning and their implications for providing learning environments appropriate to the physical, cognitive, social and emotional needs of elementary school children.
2. Develop an understanding of the basic principles of curriculum planning and implementation of a developmentally appropriate, comprehensive integrated classroom program.
3. Develop knowledge of learning strategies and models consistent with the developmental needs of elementary school children and reflecting proven educational practice and research.
4. Develop knowledge, effective instructional practices and assessment strategies which apply language and literacy research and theory to the planning of an integrated literature and communication process throughout the curriculum.
5. Develop knowledge and understanding of the mathematical concepts and processes and their implications for developing learning environments which focus on the importance of learning through concrete and manipulative experiences and on fostering positive attitudes toward mathematics.
6. Develop knowledge of science concepts, principles and experiences that will enable teachers to provide integrated, discovery-centered, teacher-facilitated classroom science programs which are developmentally appropriate for elementary school children.

DEGREE REQUIREMENTS. The MAT degree program consists of 36 hours of graduate credit, plus a student teaching internship in the Charlotte-Mecklenburg School System. In conjunction with course requirements, the program requires a minimum of 40 hours of comprehensive field experience in local area schools. A variety of grade levels should be included in the 40 hours of field experience, and each field-experience placement should be for a minimum of 10 hours. A field experience requirement may be a component of some methods courses. Students may request a field-experience placement during each of selected semesters preceding the internship semester. A field-experience proposal must be submitted and approved prior to

placement. Forms for this purpose are available from the Education Department and must be submitted during the first month of the semester prior to the semester for which placement is requested. Each field experience placement consists of opportunities for students to:

1. Observe students and teachers in a learning environment.
2. Assist cooperating teachers with professional responsibilities.
3. Provide direct teaching and management experience in one-on-one or small group settings.

Students are asked to keep a reflective journal documenting field experience highlights based on the ten Education Department Knowledge Base Themes. Completed journals will be submitted to the Education Department prior to the internship semester.

A seminar will be scheduled at the conclusion of each semester to provide opportunities for students to discuss field experiences and to reflect on observations and learnings.

A comprehensive written examination is given by the Education Department following the professional internship. It must be passed before a student can be awarded the degree or recommended for certification.

The program is designed so that a student may choose to complete the degree in one, two or four calendar years plus one term for the internship.

Prerequisites: The MAT program requires a well-rounded liberal arts background. In most cases the minimum prerequisites would include the following courses, which must be completed before beginning the Professional Internship:

- Two courses in composition
- Introduction to Literature
- World Civilization Since 1650
- The United States Since 1877
- One course in college mathematics
- General Psychology
- Principles of Sociology
- One laboratory science courses
- One economics course
- One additional social science course, preferably Political Science
- Two additional liberal arts courses chosen from different disciplines (i.e. music, art, drama, foreign language, speech, philosophy)

Required Courses:

GEDU 501 Principles of Learning
GEDU 502 Child Development
GEDU 503 Educational Research and Evaluation
GEDU 513 Foundations of Mathematics
GEDU 514 Introduction to Computing for Teachers
GEDU 515 Foundations of American Education

GEDU 520 Elementary School Curriculum and Instruction
GEDU 524 Diagnosis and Correction of Reading Difficulties
GEDU 527 Reading and Language Arts in the Elementary School
GEDU 533 Methods for Teaching Science
GEDU 540 Social Studies for Teachers
GEDU 593 Professional Internship
GEDU 595 Models of Teaching

Suggested Course Sequence. Students may begin the MAT program at any term -- spring, summer or fall. A sequence of courses can be developed for individual students by the MAT advisor. Suggested sequences may be obtained from the Graduate office.

Notes:

1. GEDU 503 Educational Research and Evaluation and GEDU 520 Elementary School Curriculum and Instruction should be taken as early in the program as possible.
2. GEDU 527 Reading and Language Arts in the Elementary School should be taken before GEDU 524 Diagnosis and Correction of Reading Difficulties.
3. GEDU 593 Professional Internship should be scheduled for the final term.

Post-baccalaureate Teacher Certification Program (Post-bac)

In addition to providing graduate programs, the Education Department has developed individual programs for post-baccalaureate, non-degree students seeking initial certification. These individualized non-degree programs include courses in the College of Arts and Sciences, New College and the Graduate Education Programs.

Queens College is accredited by the state of North Carolina to offer certification in the following areas:

- Elementary education
- Secondary: English, Mathematics, Biology, History or General Social Studies
- K-12 Spanish or French

ADMISSION. In order to be considered for admission to the Post-bac program, an applicant must:

1. Hold a baccalaureate degree from an accredited institution.
2. Submit a completed graduate application form, including the non-refundable $25 application fee.
3. Submit official transcripts(s) of all previous academic work beyond high school. It is the applicant's responsibility to have

all transcripts sent directly from each institution attended to the Office of Graduate Admissions.

4. Have a cumulative grade-point average of at least 2.500 or better on a 4.000 scale on all post secondary academic course work. The grade-point average on all major courses or courses required for preparation for the area of proposed graduate study should be 3.000 or better on a 4.000 scale.
5. Provide the Office of Graduate Admissions with two letters of reference.
6. Applicants from non-English-speaking countries must also submit the following documents:
   a. a test score of 550 or higher on the Test of English as Foreign Language (TOEFL) Examination.
   b. Certified English translation of all prior academic records for work which corresponds to the bachelor's degree in the United States.
   c. Bank statements stating that funds, in U.S. currency, are available for the students education. Students and their families should be prepared to bear all expenses involved in obtaining an education in the United States since there are no federal or state financial aid resources for foreign students.

A Post-bac student is subject to the following policies:

1. The student may register for course work at any level for which the prerequisites have been satisfied.
2. The student is subject to the academic regulations and standards required of degree students.
3. The post-baccalaureate classification carries with it NO implication that a student will be admitted to a degree program.
4. Post-bac students who are subsequently admitted to a graduate degree program may request that a maximum of nine hours of graduate level (500 level courses) be used for their MEd or MAT program.
5. Post-bac students must successfully complete a minimum of 12 credit hours at Queens prior to student teaching.

Individuals who hold a bachelor's degree and are interested in obtaining teacher certification in the areas listed above should contact the Office of Adult Admissions at 704-337-2313 for information.

Each candidate for teacher certification must meet with the certification advisor to plan an individual schedule of courses.

COURSE DESCRIPTIONS

GEDU 501 Principles of Learning

Investigation of various processes and principles of learning and their application to the teaching-learning situation. Focus will be on classical, operant and cognitive learning. 3 Hrs.

GEDU 502 Child Development

This is a study of theoretical and experimental literature related to the personal, social, cognitive and physical aspects of development with special emphasis on the elementary school-aged child. 3 Hrs.

GEDU 503 Educational Research and Evaluation

This course considers the various techniques used in educational research. Emphasis will be placed upon critical analysis of research designs, statistical procedures and interpretation of the data. GEDU 503 should be taken during the first term in which it is offered after entry in the program. 3 Hrs.

GEDU 513 Foundations of Mathematics

While studying the development of the number system in parallel with a child's cognitive development, this course stresses the "hands-on" approach to mathematics with applications from the sciences and related areas. 3 Hrs.

GEDU 514 Introduction to Computing for Teachers

This is an introduction to computers and how they work. A survey of computer applications in society and the "classic" applications of computers in education. Students will be introduced to LOGO and receive some instruction in reading programs. 3 Hrs.

GEDU 515 Foundations of American Education

This course is a survey of educational thought from a social and historical perspective with particular emphasis on educational theory and practice in the United States during the twentieth century. 3 Hrs.

GEDU 520 Elementary School Curriculum and Instruction

Exploration of the elementary school curriculum with emphasis on the development and implementation of integrated curriculum. Classroom organization and management based on developmentally appropriate practices will be examined. 3 Hrs.

GEDU 522 Teaching Writing: Process Approach

This study of the interrelationship of the language arts emphasizes developing competencies and confidence in communication skills, particularly composition. 3 Hrs.

GEDU 524 Diagnosis and Correction of Reading Difficulties

This course examines the cause and diagnosis of reading difficulties and methods and materials of instruction. Practical application with individuals or small groups will be required. 3 Hrs.

GEDU 527 Reading and Language Arts in the Elementary School

This course includes achievement of competencies in the use of materials and methods of instruction in the teaching of reading and language arts K-6. Emphasis is placed on the reading process, development of a literature approach for teaching reading and

language arts, and the integration and interrelationship of all the language arts. 3 Hrs.

GEDU 533 Methods for Teaching Science

This course examines the theory of how children learn science. Emphasis will be placed on science as process, involving active participation for elementary grades education. The relationship of science to other areas of the curriculum will be stressed.

GEDU 540 Social Studies for Teachers

This course is designed to help teachers develop a social studies curriculum which encompasses recent research and methodology developments. 3 Hrs.

GEDU 550 Master's Project

This course is designed to be the culminating course for the MEd program. Students will develop a major independent project that will integrate the theoretical and clinical dimensions of their course work and allow this to be translated into practical classroom application. This project ordinarily will require work over two terms and should be begun one term prior to the term of expected graduation. 3 Hrs.

GEDU 570 Educational Testing

This course introduces basic concepts and principles of evaluation. Both standardized and teacher-made tests will be considered. 3 Hrs.

GEDU 590 Topics in Education

The course provides intense consideration of a topic in education related to students in grades K-6. The topic for the course will vary from term to term. 3 Hrs.

GEDU 592 Directed Individual Study

This course requires independent reading and investigation of the literature relevant to a specific topic or area of education. Students must complete and have approved a proposal for an Independent Study on a form available in the Graduate Programs office, prior to registration for this course. This course may be repeated for a maximum of six credit hours. 1,2 or 3 Hrs.

GEDU 593 Professional Internship

This course is designed to be the culminating course for students enrolled in the MAT program. Students will spend 11 weeks as a student intern in the Charlotte-Mecklenburg School System. This internship will integrate the theoretical and clinical dimensions of course work through direct classroom application experience. 12 Hrs.

GEDU 594 Teaching Practicum

This course is designed for the student who is seeking a master's degree in an area or grade level other than that of initial certification. It is graded Pass/Fail. 4,5 or 6 Hrs.

GEDU 595 Models of Teaching

This course presents alternative models of teaching and analysis of instruction for elementary school teachers: curriculum foundations, analysis and implications. It includes analyzing instructional models

for their implications for the design of learning environments, learning styles, alternative goal structures and possible modes of evaluation. 3 Hrs.

GEDU 599 Seminar in Curriculum and Instruction

This course provides an in-depth study of selected problem areas in elementary school curriculum and instruction. 3 Hrs.

Queens College Personnel

Board of Trustees

Hugh L. McColl Jr., *Chairman*
Charles B. Trexler and Hugh M. Durden, *Vice-Chairmen*
Elizabeth G. Anderson, *Secretary*
Joseph W. Grier Jr., and William S. Lee, *Chairmen Emeriti*
Billy O. Wireman, *President, ex officio*

Class of 1995

Martha C. Chapman (Synod of the Mid-Atlantic), *Spartanburg, S.C.*
Timothy E. Croft (Synod of the Mid-Atlantic), *Charlotte, N.C.*
Rose M. Daniel (Alumni), *Charlotte, N.C.*
Hugh M. Durden (Trustees), *Charlotte, N.C.*
Joseph W. Grier Jr. (Synod of the Mid-Atlantic), *Charlotte, N.C.*
William R. Holland (Trustees), *Charlotte, N.C.*
Clarence W. Legerton Jr. (Synod of South Atlantic), *Charleston, S.C.*
Dee Ray (Trustees), *Charlotte, N.C.*

Class of 1996

Deborah B. Bryan (Alumni), *New Canaan, Conn.*
W. Malcolm Clayton (Synod of South Atlantic), *Winter Park, Fla.*
John W. Harris (Trustees), *Charlotte, N.C.*
Mariam C. Hayes (Synod of the Mid-Atlantic), *Concord, N.C.*
Samuel H. McMahon Jr. (Trustees), *Charlotte, N.C.*
R. Edwin Shelton (Trustees), *Charlotte, N.C.*
F. William Vandiver Jr. (Trustees), *Charlotte, N.C.*
J. Robert Wren Jr. (Synod of the Mid-Atlantic), *Charlotte, N.C.*
W. Terry Young (Synod of the Mid-Atlantic), *Charlotte, N.C.*

Class of 1997

Jean T. Batten (Synod of South Atlantic), *Coconut Grove, Fla.*
Crandall C. Bowles (Trustees), *Charlotte, N.C.*
William A. Coley (Synod of the Mid-Atlantic), *Charlotte, N.C.*
Julia V. Jones (Trustees), *Charlotte, N.C.*
Hugh L. McColl Jr. (Synod of the Mid-Atlantic), *Charlotte, N.C.*
Sue C. Moore (Alumni), *Charlotte, N.C.*
Charles B. Trexler (Trustees), *Charlotte, N.C.*

Class of 1998

Claudia Belk (Trustees), *Charlotte, N.C.*
Sara Bissell (Trustees), *Charlotte, N.C.*
R. Stuart Dickson (Trustees), *Charlotte, N.C.*
William S. Lee (Synod of the Mid-Atlantic), *Charlotte, N.C.*
Sallie M. Lowrance (Alumni), *Charlotte, N.C.*
Dorothy M. Martin (Synod of the Mid-Atlantic), *Charlotte, N.C.*
William E. Simms (Trustees), *Charlotte, N.C.*

Advisory Trustees

Class of 1995

John M. Akers, *Gastonia, N.C.*
Elizabeth G. Anderson, *Charlotte, N.C.*
A. Harry Burgess, *Hickory, N.C.* (Emeritus)
Robert J. James, *Charlotte, N.C.*
Carol A. Pontis, *Charlotte, N.C.*

Class of 1996

Sadler H. Barnhardt, *Charlotte, N.C.*
Ruth E. Hunter, *Charlotte, N.C.*
Edwin L. Jones Jr., *Charlotte, N.C.*
A. Ward McKeithen, *Charlotte, N.C.*
Elizabeth S. Randolph, *Charlotte, N.C.*

Class of 1997

Paul F. Betzold, *Charlotte, N.C.*
Benjamin S. Horack, *Charlotte, N.C.*
Caroline Love Myers, *Charlotte, N.C.*

Class of 1998

Elizabeth R. Curry, *Summit, N.J.*
Dr. H. Alan Elmore, *Charlotte, N.C.*
Frances D. Evans, *Charlotte, N.C.*
Madine H. Fails, *Charlotte, N.C.*
Dr. Sue F. Ross, *Davidson, N.C.*

Alumni Association Officers, 1994-95

Kathie Taylor '87, *President*
Eleanor Huske Alexander '48, *President-Elect*
Julia Crews McGee '56, *First Vice President*
Lynn Faulk Murray '67, *First Vice President-Elect*
Stuart Hankins Hunter '74, *Second Vice President-Elect*
Janet Preyer Nelson '77, *Secretary*
Lyttleton Rich '67, *Annual Fund Chairperson*
Linda Thigpen Van Huss '65, *Annual Fund Chair-Elect*

Presidents of the College

Robert Burwell, *1857-1872*
Robert Hett Chapman, *1872-1875*
Stephen Taylor Martin, *1875-1878*
William Robert Atkinson, *1878-1891*
Lily W. Long, *1891-1899*
James R. Bridges, *1899-1911*
John Livy Caldwell, *1911-1916*
James R. Bridges, *Acting, 1916-1917*

Henry Clay Evans, *1917-1918*
William Anderson, *Acting, 1918-1921*
William Henry Frazer, *1921-1939*
Hunter Bryson Blakely, *1939-1950*
McAlister Carson, *Acting, 1950-51*
Charlton Coney Jernigan, *1951-1953*
Herschel Hill Everett, *Acting, 1953-1954*
Edwin Ruthven Walker, *1954-1965; Acting, 1965-1967*
John Edwin Smylie, *1967-1974*
Alfred O. Canon, *1974-1977*
Billy O. Wireman, *1978-Present*

Administration

OFFICE OF THE PRESIDENT

Billy O. Wireman, *President and Professor of Management and Education*
Richard Rankin, *Executive Assistant to the President for Admissions and Development*
Lidia K. Figiel, *Executive Secretary to the President and Assistant Secretary to the Board of Trustees*
Donna Howard-Peters, *Assistant to the Executive Secretary*
J. Diane Mowrey, *Chaplain and Associate Professor of Religion*

Office of Communications

Anthony T. Hoppa, *Director of Communications*
Paige A. Parker, *Assistant Director of Communications*

ACADEMIC AFFAIRS

Robert A. Miller, *Vice President for Academic Affairs and Professor of Political Science*
Ruth Ann Engle, *Director of College of Arts and Sciences and Assistant to the Vice President for Academic Affairs*
Bonnie M. Stoffel, *Director of New College*
Cathy Marks, *Coordinator of Academic Advising, College of Arts and Sciences*
Sasha Pisarski Trosch, *Assistant Director of International Programs*
Denise M. Willis, *Administrative Assistant*
Anne Ashworth, *Secretary to Academic Affairs*
Gloris D. Springs, *Secretary to New College and Graduate Programs*
Teresa Cloninger, *Secretary to the Faculty/McColl School Business*
Pamela Joyce Williams, *Secretary to the Music Department*
Millicent R. Woods, *Secretary to the Division of Nursing*

Executive Programs

Martye Norman, *Director of Executive Programs*
Kathy Farmer, *Coordinator for Executive Programs*
Stanford R. Brookshire, *Corporate Development*
Donna Howard-Peters, *Administrative Assistant*

Student Development
Eugenia H. Burton, *Dean of Student Development*
Eric T. Baldwin, *Director of Residence Life*
Vanessa Infanzon, *Director of Student Activities*
Melanie Cashio, *Secretary*

Student Counseling Service
Katherine Townsend, *Director*

Office of the Registrar
Marcia A. Stefan, *Registrar*
Kaye D. Noe, *Assistant Registrar*
Martha Sloss, *Secretary*

Everett Library
Rosemary H. Arneson, *Director*
Ann M. Lindell, *Public Services Librarian*
Teresé Jerose, *Collection Management Librarian*
Paula Brown, *Collection Management Assistant*
Ann S. Lagarde, *Acquisitions Manager*
Carol Stanley, *Catalog Librarian*
Colleen Turnage, *Assistant Cataloger*
Jean Reed, *Circulation Assistant*
Carl Crawford, *Library Media Technician*

Office of Career Development
Len Brinkley, *Director*

Continuing Education and Special Events
Nancy D. Goode, *Director*
Velda Coker, *Coordinator for Special Events*
Jan Neerincx, *Coordinator for Continuing Education*
Janet Barnes, *Special Events Assistant*

OFFICE OF ADMISSIONS

Elizabeth B. Yancey, *Associate Director of Admissions for the College of Arts and Sciences*
Jennifer Garner, *Assistant Director/Coordinator of Admissions for the College of Arts and Sciences*
Andrea McCrary, *Assistant Director of Admissions*
Judy Johnson, *Administrative Assistant*
Sandra J. Bott, *Admissions Counselor*
Chris Edmonston, *Admissions Counselor*
Holly Raiford, *Admissions Counselor*
Winnie Bryce, *Admissions Office Manager*
Audrey White, *Coordinator of Computer Services, College of Arts and Sciences*
Katie Wireman, *Director of Admissions for Adult Programs*
Heather Evans, *Assistant to the Director of Admissions for Adult Programs*
Richard Rothlisberger, *Coordinator of Computer Services, Adult Admissions*

Betty Whalen, *Director of Financial Aid*
Laura Watt, *Financial Aid Counselor*
Eugenia Davidson, *Financial Aid Assistant*

ATHLETIC DEPARTMENT
Dale R. Layer, *Athletic Director and Men's Head Basketball Coach*
Chrystle L. Baker, *Women's Volleyball Coach and Instructor of Physical Education*
Jeanie King, *Head Women's Basketball Coach*
Charles Gordon, *Men's Tennis Coach*
Fred Norchi, *Men's and Women's Soccer Coach*
Phyllis Pharr, *Women's Tennis Coach and Associate Professor of Physical Education*
Sims Reeves, *Men's Golf Coach*
Jeff Aumend, *Women's Softball Coach and Sports Information Director*
Effie Koinis, *Athletic Department Secretary*
Beth Payne, *Trainer*

BUSINESS OFFICE
James P. Golson, *Vice President for Administration and Finance and Associate Professor of Business Administration*
Laurie S. Guy, *Treasurer and Business Manager*
Rita S. Mabes, *Director of Personnel and Business Services*
Jeannette Manning, *Director of Financial Analysis and Budget Planning*
Kathleen M. Nesmith, *Director of Accounting*
Ann McGuire, *Assistant to the Vice President*
Chris Schuller, *Personnel Assistant*
Sandra D. Anderson, *Student Accounts Bookkeeper*
Sue Eldridge, *Bookkeeping Assistant*
Camille McDowell, *Cashier/Bookkeeper*
Janet Kulick, *Accounts Payable Bookkeeper*

Computer Center
Richard H. Ault, *Director of Computing Services and Assistant Professor of Mathematics and Computer Science*
Ratnakar Nanavaty, *Assistant Director of Computing Services*
Joan S. Oviatt, *Assistant to the Director*
Cameron Wallace, *PC and Network Support Specialist*
Victoria Lynn Stepanek, *System Programmer*

Campus Services
Timothy Estep, *Director of Campus Services*
Janie Wilde Crapse, *Assistant to the Director*

Post Office
Dave Peterson, *Postmaster*

Maintenance
Johnny Brown, *Mechanic*
James Cogdill, *Mechanic*

Keith Huneycutt, *Lead Mechanic*
Darrell Welch, *Painter*
Helen Moss, *Electrician*
Roy McCall, *Carpenter*
Juli Treadway, *Maintenance Secretary*

Operations
Greg Crank, *Lead Operations*
Marguerite Springs, *Training Supervisor*
Annie Mae Bennett, *Housekeeper*
Barbara Biggers, *Housekeeper*
Randy Burris, *Housekeeper*
Grady Cunningham, *Housekeeper*
Benita Davis, *Housekeeper*
Reginald Hamit, *Housekeeper*
Glenda Howard, *Housekeeper*
Connie Ingle, *Housekeeper*
Mary Alice McCorey, *Housekeeper*
Robert Newsome, *Housekeeper*
Helen Sexton, *Housekeeper*
John Small, *Housekeeper*
Alma Thompson, *Housekeeper*
Veronica Williams, *Housekeeper*

Department of Campus Police
Johnnie Ravenell, *Chief of Campus Police*
Russ Desantis, *Assistant Director of Public Safety*
Ralph Jetton, *Corporal*
Jeff Efird, *Police Officer*
Ronald Foster, *Police Officer*
Maurice Hunter, *Police Officer*
Theresa Moser, *Police Officer*
Joel Pressley, *Police Officer*
David Wild, *Police Officer*
Margaret Jetton, *Communications Clerk*

Dining Hall and Bookstore
Elaine Stewart, *Food Service Director*
Roby Muntoni, *Snack Bar Supervisor*
Wally Weiskopfs, *Executive Chef*
Shelia S. Readling, *Office Manager*
M'Lou Greene, *Bookstore Manager*

DEVELOPMENT

Julie L. Hotchkiss, *Director of Planned Giving*
Anne Simms, *Director of Annual Support*
Lie Steele, *Director of Research and Information Management*
Beth Sauls, *Alumni Development Records Coordinator*
Nancy Bennight, *Secretary to the Vice President*
Cindy Manshack, *Secretary to Annual Support*

Office of Alumni Affairs
Adelaide A. Davis, *Director of Alumni Affairs*
Sue Honeycutt, *Secretary*

Faculty

Date following name and title indicates year of appointment
* Part-time
+ On leave, 1994-95

Dimitra D. Acheson
Assistant Professor of Chemistry, 1994
B.S., University of Athens; M.S., University of Iowa; Ph.D., University of North Carolina at Chapel Hill

Christine L. Allegretti
Associate Professor of Psychology and Chair, Division of Social Sciences and Education, 1985
B.A., M.A, Ph.D. University of Arkansas

Richard H. Ault
Director of Computer Center and Assistant Professor of Mathematics and Computer Science, 1982
B.S.S.E., University of Miami; M.S, Ph.D., California Institute of Technology

Crystle L. Baker
Instructor of Physical Education, 1987
B.S., Virginia Polytechnical Institution and State University; M.A., Western Carolina University

Ronald J. Basini
Associate Professor of Business Administration, 1977
B.S., M.B.A., Murray State University

*Daniel C. Biber
Associate Professor of Psychology, 1976
B.A., Columbia University; Ph.D., University of North Carolina at Chapel Hill

Cathy Smith Bowers
Instructor of English, 1983
B.A., M.A.T., Winthrop College

Bradley W. Brooks
Assistant Professor of Business Administration, 1994
B.S., Clemson University; M.B.A., University of South Carolina

Timothy E. Burson
Assistant Professor of Economics, 1991
B.A., Shippensburg University; M.B.A., University of North Carolina at Charlotte; Ph.D., University of South Carolina at Columbia

Deborah N. Campbell
Instructor of English and Director of the Writing Center, 1987
B.A., M.A., West Virginia University

M. Cherie Clark
Assistant Professor of Psychology, 1994
B.A., Indiana University of Pennsylvania; M.A., Florida Atlantic University

Thomas P. Cole
Instructor of History, 1994
B.A., Vassar College; M.A., Ph.D., Johns Hopkins University

Richard F. Crown
Associate Professor of Art, 1971
B.S., New York University; M.A., Indiana University; M.F.A., University of Massachusetts

Mollie C. Davis
Professor of History, 1972
A.B., Hollins College; M.A.T., Emory University; Ph.D., University of Georgia

Suzanne M. Degni
Associate Professor of Education, 1984
B.A., University of Central Florida; M.Ed., Florida Atlantic University; Ed.D., University of North Carolina at Greensboro

+Michael Eldridge
Assistant Professor of Philosophy, 1989
B.A., Harding College; B.D., Yale University Divinity School; M.A., Columbia University; Ph.D., University of Florida

David H. Evans
Associate Professor of Music, 1994
B.M.E., Northeast Missouri State University; M.M., Southern Illinois University; D.M., Indiana University School of Music

Loren E. Fauchier
Assistant Professor of Political Science, 1990
B.A., California State University; M.A., University of Arizona

Robert L. Finley
Chair, Hugh L. McColl Jr. School of Business and Dana Professor of Business Administration and Economics, 1981
B.B.A., M.A., Ph.D., University of Oklahoma

James W. Foster Jr.
Assistant Professor of Business Administration, 1982
B.B.A., Siena College; J.D., Albany Law School; Certified Public Accountant

J. Norris Frederick
Assistant Professor of Philosophy, 1990
A.B., Davidson College; M.A., Ph.D., University of Georgia

Carlene H. Fulk
Associate Professor of Nursing, 1982
B.S., Duke University; M.S.N., University of North Carolina at Chapel Hill; Ph.D., University of North Carolina at Greensboro

Mary Jo Gilmer
Assistant Clinical Professor of Nursing, 1984
B.S.N., Michigan State University; M.S.N., University of Illinois; M.B.A., Queens College

Janice L. Ginger
Associate Professor of Education, 1984
B.A., Colorado Women's College; M.Ed., Ph.D., University of North Dakota

James H. Glenn
Associate Professor of Music, 1989
B.A., Luther College; M.A., Occidental College; D.M.A., University of Oklahoma

James P. Golson
Vice President for Administration and Finance and Associate Professor of Business Administration, 1992
B.S., Auburn University; Ph.D., Duke University; Executive M.B.A., Queens College

Richard T. Goode
Carolyn G. and Sam H. McMahon Jr. Professor of English and Chair, Humanities Division, 1978
B.A., Washington and Lee University; M.A., Ph.D., University of Texas at Austin

Charles O. Hadley
Dana Professor of English, 1958
A.B., Davidson College; M.A., University of North Carolina at Chapel Hill; Ph.D., University of Georgia

Jane H. Hadley
Associate Professor of English (Drama), 198l
B.A., Incarnate Word College; M.F.A., University of Georgia

Catherine A. Haselden
Associate Professor of Business Administration and Vice Chair, Hugh L. McColl Jr. School of Business, 1984
B.S., Clemson University; J.D., University of South Carolina

Carolyn S. Holcomb-Long
Instructor of Nursing, 1994
B.S., University of Tennessee at Chattanooga; M.S., Boston College

Rebecca C. Jann
Dana Professor of Biology, 1978
B.A., Catawba College; Ph.D., Wake Forest University

Jayne Johnson
Assistant Professor of Art, 1989
B.F.A., Baylor University; M.F.A., James Madison University

Randall R. Kincaid
Professor of Economics, 1982
B.A., Wofford College; M.S., Ph.D., Duke University

Michael J. Kobre
Assistant Professor of English, 1989
B.A., Ohio University; M.A., University of Iowa; Ph.D., Ohio University

William S. Lee
Visiting Professor of Business Administration, 1994
B.C.E., Princeton University; L.H.D., The Citadel; L.H.D., Clemson University; L.H.D., Davidson College; L.H.D., Johnson C. Smith University; L.H.D., University of North Carolina at Charlotte; L.H.D., University of South Carolina

Sandra L. Leslie
Assistant Professor of Education and Director of Teacher Education Programs, 1994
B.A., Pennsylvania State University; M.E., Queens College; Ed.D., University of South Carolina

Eric J. Lien
Assistant Professor of French, 1991
B.A., Wartburg College; M.A., Ph.D., University of North Carolina at Chapel Hill

Peggy Maiorano
Instructor of Biology, 1992
B.S., Clemson University; M.A., University of North Carolina at Charlotte

*Albert A. Maisto
Assistant Professor of Psychology, 1980
B.A., Murray State University; M.A., Ph.D., University of Alabama

Virginia L. Martin
Carolyn G. and Sam H. McMahon Jr. Professor of Biology and Chair, Division of Natural Sciences and Mathematics, 1966
B.S., Wake Forest University; M.S., Ph.D., Emory University

H. Allen Maynard
Associate Professor of Business Administration and Director of Computer Information Systems Program, New College, 1989
B.S., M.A., Appalachian State University; Ph.D., Georgia State University

Frances Jones McClain
Associate Professor of Music, 1983
B.M., M.M., Michigan State University; M.Ed., Winthrop College; Ph.D., Temple University

Dorothy H. McGavran
Assistant Professor of English, 1987
B.A., Gettysburg College; M.A., Harvard University; Ph.D., University of North Carolina at Charlotte

Joan S. McGill
Professor of Nursing and Chair, Division of Nursing, 1993
B.S.N., Case Western Reserve University; M.S.N., University of Kentucky; D.S.N., University of Alabama at Birmingham

Roger R. McGrath
Associate Professor of Business Administration, 1994
B.S., University of Tampa; M.P.S., Clark University; D.B.A., Florida State University

Darrel L. Miller
Assistant Professor of Business Administration, 1990
B.A., Eckerd College; M.A., Ph.D., University of Florida

Linda H. Miller
Assistant Professor of Sociology, 1993
B.A., Eckerd College; M.A., Ph.D., University of Florida

Robert A. Miller
Vice President for Academic Affairs and Professor of Political Science, 1994
B.A., Alfred University; M.A., State University of New York at Albany; Ph.D., Syracuse University

J. Diane Mowrey
Chaplain and Associate Professor of Religion, 1991
B.A., Mary Washington College of the University of Virginia; M.A., Ph.D., Duke University; M.Div., Harvard Divinity School

Paul A. Nitsch
Carolyn G. McMahon Associate Professor of Music, 1977
B.Mus., M.Mus., Peabody Conservatory of Music; D.M.A., Cleveland Institute of Music

Jimmie C. Oates
Professor of Physics, 1962
B.S., Memphis State University; M.Ed., Ph.D., Vanderbilt University

M. Lesley O'Connor
Associate Professor of Mathematics, 1990
B.S., University of London; M.A., Ph.D., University of California at Los Angeles

Peggy L. Payne
Associate Professor of Nursing, 1994
B.S.N., M.N., The University of Mississippi; D.S.M., University of Alabama

David I. Petts
Assistant Professor of Political Science, 1989
B.A., Oxford University; M.A., Ph.D., University of California at Santa Barbara

Phyllis A. Pharr
Associate Professor of Physical Education, 1964
B.S., Appalachian State University; M.Ed., University of North Carolina at Chapel Hill

Robert F. Porter
Associate Professor of Art and Chair, Division of Fine Arts, 1983
B.A., Princeton University; Ph.D., University of North Carolina at Chapel Hill

Joan E. Quinn
Associate Professor of Mathematics, 1987
B.S., Purdue University; M.A., Ph.D., Michigan State University

+Richard E. Rankin
Assistant Professor of History, 1990
B.A., University of Virginia; M.A., Ph.D., University of North Carolina at Chapel Hill

Hasmukh M. Raval
Associate Professor of Mathematics and Computer Science, 1991
M.S., Australian National University; M.S., Bombay University; Ph.D., Gujarat University

Charles M. Reed
Professor of History, 1991
A.B., Davidson College; Ph.D., Oxford University (New College)

R. Kent Rhodes
Associate Professor of Biology, 1992
B.S., Davidson College; Ph.D., Emory University

Constance Rhyne-Bray
Instructor of Music, 1984
B.M., Wittenberg University; M.M., Florida State University

Emily Seelbinder
Assistant Professor of English, 1989
B.A., Hollins College; M.A., Ph.D., University of North Carolina at Chapel Hill

Michele M. Shaul
Assistant Professor of Foreign Language (Spanish), 1989
B.A., M.A., University of Florida; Ph.D., University of North Carolina at Chapel Hill

Karen D. Shearer
Instructor of Communications, 1993
B.S., Georgetown College; M.A., The Ohio State University

Ruth E. Stephenson
Assistant Professor of Nursing, 1990
B.S.N., M.S.N., Medical College of Georgia

Victor E. Terrana
Associate Professor of Mathematics and Computer Science, 1990
B.S., Ph.D., Illinois Institute of Technology

William A. Thompson
Professor of History and Director, International Experience Program, 1975
A.B., Davidson College; M.A., Ph.D., Vanderbilt University

W. Andrew Tucker
Assistant Professor of Chemistry, 1994
B.A., Hendrix College; Ph.D., University of Arkansas

James Varn
Assistant Professor of English, 1993
B.A., Georgia Southwestern University; M.A., University of Georgia; Ph.D., University of South Carolina

Wendy Lynn Waite
Assistant Professor of Communications, 1989
B.A., M.S., University of Southern Mississippi

Donald L. Wallace
Associate Professor of Business Administration, 1990
B.Met.E., Rensselaer Polytechnic Institute; M.B.A., D.B.A., Harvard University

Robert W. Whalen
Carolyn G. and Sam H. McMahon Jr. Professor of History, 1983
B.S., Georgetown University; M.A., Ph.D., Cornell University

Billy O. Wireman
President of the College and Professor of Management and Education, 1978
A.B., Georgetown College; M.A., University of Kentucky; Ed.D., Peabody College of Vanderbilt University; L.H.S, Eckerd College; L.H.D., University of Tampa; L.H.D., Georgetown College

Faculty Emeriti

Thelma Albright
Associate Professor of English
A.B., Greensboro College; M.A., Duke University; L.H.D., Queens College

Charles E. Brewer Jr.
Associate Professor of Economics
A.B., Princeton University

Florapearl A. Cobey
Professor of Chemistry
B.S., University of Tennessee at Chattanooga; Ph.D., Duke University

Jack H. Fehon
Dana Professor of Biology,
B.A., M.S., University of Florida; Ph.D., Florida State University

Eleanor Lloyd Jenkins
Associate Professor of Mathematics and Registrar
B.A., Queens College; M.A., University of North Carolina at Chapel Hill

Marjorie T. Kirby
Z. Smith Reynolds Professor of Foreign Languages (Spanish)
A.B., Birmingham-Southern College; M.A., Ph.D., University of North Carolina at Chapel Hill

Joseph E. Lammers
Livingstone Professor of Music
B.Mus., University of Alabama; M.Mus., Ph.D., Florida State University

Paul B. Newman
Professor of English and Carol G. Belk Faculty Fellow
B.S., M.A., Ph.D., University of Chicago; M.F.A., University of Iowa

Sarah McKee Nooe
Professor of Biology
B.S., Meredith College; M.A., Columbia University

Norris W. Preyer
Dana Professor of History
A.B., University of North Carolina at Chapel Hill; M.A., Ph.D., University of Virginia

Joyce H. Shealy
Dana Professor of Psychology
A.B., M.A., University of South Carolina; M.A., The Ohio State University; Ph.D., University of North Carolina at Chapel Hill

Aleo G. Sica
Associate Professor of Music
B.Mus., B.Mus.Ed., College of Wooster; M.Mus.Ed., Virginia Commonwealth University

George A. Stegner
Dana Professor of Music
B.S., Miami University (Oxford, Ohio); B.Mus., M.Mus., Cincinnati Conservatory; D.F.A., Chicago Musical College

Ernest Lee Stoffel
Associate Professor of Religion
A.B., King College; M.Div., Th.M., Th.D., Union Theological Seminary

Sarah M. West
Assistant Professor of Business
B.S., Winthrop College; M.R.E., Woman's Missionary Training School, Louisville

INDEX

Academic Advising
  Graduate Programs 78
  New College 25
Academic Dismissal
  Graduate Programs 81
  New College 33
Academic Probation
  Graduate Programs .. 77, 81
  New College 33
Academic Program
  Graduate Programs 76
  New College 34
Academic Regulations
  Graduate Programs 77
  New College 25
Access to Records 26
Accreditation 5
Administration 111
Admission of Undergraduates
  to Graduate Study 76
Admission on Probation ... 77
Admission
  Graduate Programs
  Executive Master of Business
    Administration 91
  Master of Arts
    in Teaching 99
  Master of Business
    Administration 83
  Master of Education 96
  New College 23
Alumni Association
  Officers 110
Art 47
Auditing Courses 32
Biology 48
Board of Trustees 109
Bookstore 12
Business Administration
  Graduate Programs 83
  New College 37
Calendar 2
Campus Facilities 7
Campus Police 13
Campus Visits 23
Career Development 12
Challenge Examinations ... 15
Charlotte Area
  Educational Consortium .. 28
Chemistry 54
Class Attendance 30
Class Status 30
College of Arts
  and Sciences 5
College Level Examination
  Program 15, 24
Communications 40, 54
Computing Services Center . 10
Continuing Education 5
Costs 15
Counseling Services 13
Course Descriptions
  Graduate Programs
    EMBA 94
    MAT 105
    MBA 87
    MEd 105
  New College 47
Course Load
  Graduate Programs 78
  New College 27
Courses Taken at Other
  Institutions 33
Dean's List 32
Declaration of Intent to
  Graduate 81
Deferred Payment Plan 16
Degree Requirements
  Graduate Programs
    EMBA 91
    MAT 102
    MBA 85
    MEd 97
  New College 34
Degrees
  Bachelor of Arts 36
  Bachelor of Science 36

Bachelor of Science in Nursing 36
EMBA 91
MAT 99
MBA 83
MEd 96
Dining Hall 12
Directory 127
Drop/Add
Graduate Programs 80
New College 29
Dual Enrollment (in the College of Arts and Sciences) . 29, 78
Economics
New College 56
Education 96
Elementary Education 98
Eligibility
to Represent the College . 33
Employer Assistance
Deferment Plan 16
English 41, 57
Environmental Science 60
Escorts 13
Everett Library 9
Faculty 115
Faculty Emeriti 122
Financial Aid
Applications 19
College Programs 20
Federal Programs 19
North Carolina Programs . 20
Policies 21
Foundational Requirements . 36
Foundations of Liberal Learning 11
French 61
Friends of the Library 9
German 61
Grading
Graduate Programs 79
New College 30
Graduate Program
Time Limit 78, 93
Graduation Requirements
Graduate Programs . . 81, 93
New College 33
Facilities for Persons with Disabilities 9
Heath Services 13
History 42, 61
History of the College 10
Honor Code 25, 78
Honors at Graduation 32
Immunizations . . 24, 28, 78, 93
Independent Studies 37
Interdisciplinary Studies . . . 67
International Experience Program 11
International Students 25
Irwin-McKay Student Health Center 8
Lab Fees 15
Languages 61
Leave of Absence 82, 93
Liberal Learning 36, 67
Library 9
Major Requirements
Accounting 38
Business Administration . 38
Communications 41
Computer Information Systems 39
English 41
History 42
Nursing 43
Psychology 45
Radiologic Technology . . . 46
Map of the Campus . . Inside back cover
Mathematics 68
McColl School of Business . . 83
Media Center 9
Medical Services 13
Music 69
Nursing 43, 69
Parking 13
Personnel 109
Philosophy 71
Political Science 72
Post-baccalaureate Teacher Certification Program . . . 104
Presidents of the College . . 110
Probation (Academic)
Graduate Programs 81
New College 33

Proficiency Requirements . . 35
Psychology 45, 72
Public Records 26
Public Safety 13
Radiologic Technology 46
Readmission
Graduate Programs 82
New College 24, 34
Records of Progress 34, 80
Recreational Facilities 12
Refund Policies 17
Registration
Graduate Programs 78
New College 29
Regulations Regarding
Payment 15
Religion 75
Repeated Courses 31
Residency Requirements . . . 35
Second-Degree Requirements 28
Sociology 75
Spanish 61
Special Students 24, 28
Statement of Purpose 6
Student Associations 12
Student Government
Association 12
Student ID Cards 14
Student Qualifications
Graduate Programs 80
New College 33
Student Records 26
Student Services 12
Student Status . . 76, 84, 97, 101
Teacher Certification 104
Time Limit 78, 93
Transfer Students 28
Transferring Courses 80
Transient Students 28
Tuition Costs 15
Withdrawal from a Course
Graduate Programs 80
New College 29
Withdrawal from the
College 17, 34, 81, 92

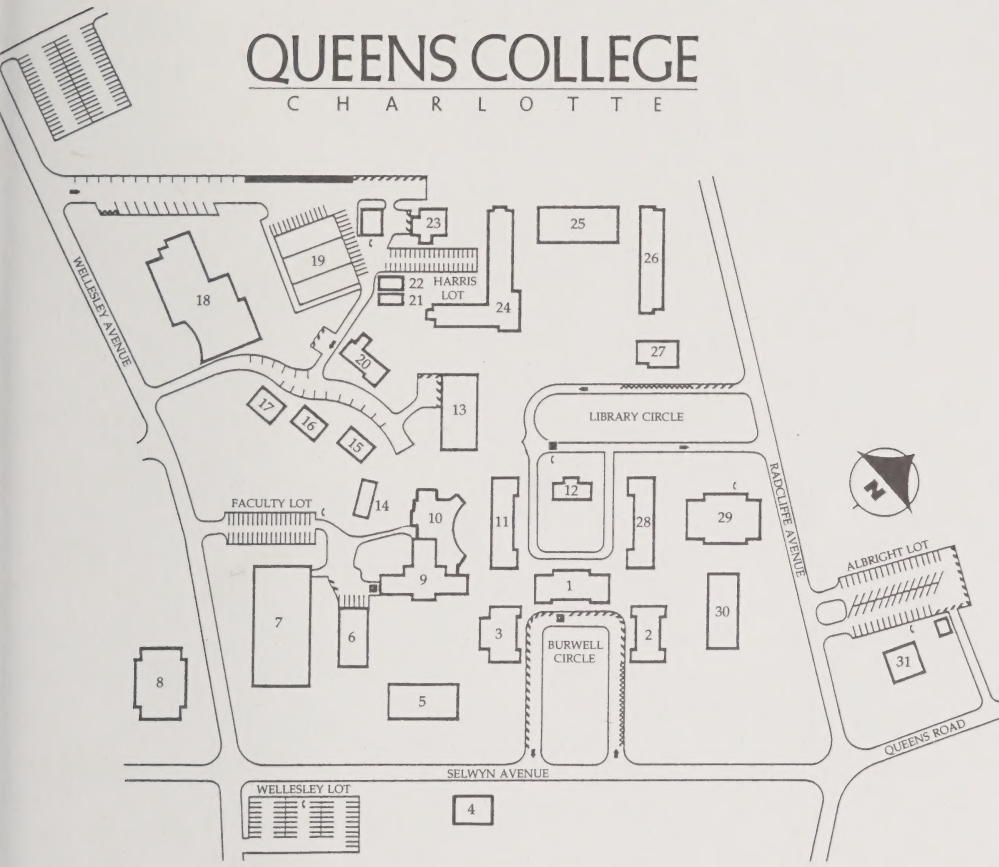
DIRECTORY

If your question concerns	Call
Admissions to New College or the Graduate Programs	337-2313
Academic advising before admission	337-2392
Academic advising after admission	
New College students	337-2327
Graduate students	337-2315
Billing or charges	337-2350
Campus housing	337-2313
Career planning	337-2337
Computer use	337-2303
Dining hall	337-2409
Dropping or adding a course	
New College	337-2327
Graduate Programs	337-2315
Grades	337-2211
Immunizations	337-2220
Library use	337-2401
Parking permits, parking tickets	337-2306
Recreational facilities	337-2509
Registration	
New College	337-2327
Graduate Programs	337-2315
College of Arts and Sciences	337-2211
Schedules	
New College	337-2327
Graduate Programs	337-2315
College of Arts and Sciences	337-2324
Snack bar	337-2283
Student ID card	337-2211
Tests	
CLEP test information	337-2337
GMAT test information	337-2337
Miller Analogy Test information	337-2315
Transcript requests	337-2211
Withdrawal from a course	
College of Arts and Sciences	337-2211
Graduate Programs	337-2315
New College	337-2327

The area code for Queens College is (704).

QUEENS COLLEGE

CHARLOTTE



1. Burwell Hall (Administrative offices)
2. Jernigan Building (Business Office)
3. McEwen Building (Liberal Learning)
4. Withers House (Continuing Education)
5. Walker Science Building (Computing Services)
6. Dana Building (McColl School of Business)
7. E.H. Little Fine Arts Center (Dana Auditorium)
8. Barnhardt Residence Hall
9. Morrison Dining Hall (Post Office, Bookstore downstairs)
10. Trexler College Center (Snack Bar)
11. Watkins Art Building
12. Blair Building (Career Center)
13. Everett Library
14. Tillett Building
15. Faculty Club
16. Sorority Lodge
17. Fraternity Lodge
18. Ovens Athletic Center
19. Tennis Courts
20. Student Health Center
21. Greenhouse
22. Maintenance Shop
23. Heating Plant
24. Harris Residence Hall
25. Wallace Residence Hall
26. Belk Residence Hall
27. Stultz Building
28. Long Residence Hall
29. Albright Residence Hall
30. Belk Chapel
31. Harris House

QUEENS COLLEGE
1900 SELWYN AVENUE
CHARLOTTE, N.C. 28274-0001

NON-PROFIT
U.S. POSTAGE
PAID
CHARLOTTE, N.C.
PERMIT NO. 769